DOCUMENT RESUME

ED 331 343 HE 024 390

AUTHOR	Krawutschke, Eleanor, Ed.; Roberts, Thomas, Ed.
TITLE	Transcripts from Study Abroad Programs: A Workbook.
INSTITUTION	American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
SPONS AGENCY	United States Information Agency, Washington, DC. Student Support Services Div.
REPORT NO	ISBN-0-912207-20-5
PUB DATE	86
NOTE	75p.
AVAILABLE FROM	Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 ($6.95 plus postage and handling).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Records; College Transfer Students; *Credits; Grading; Higher Education; School Registration; Student Placement; *Student Records; *Study Abroad; Transfer Policy; *Transfer Programs; Workbooks

ABSTRACT

This workbook is the result of a 3-year study of transcripts and other documentation from study-abroad programs and is designed to be of use to both those responsible for making credit transfer determinations and those advising students on study abroad programs. It provides the following information: (1) guidelines for the documentation necessary in an ideal transcript; (2) an analysis of current transcript practices by college- and agency-sponsored programs; and (3) recommendations for the establishment of on-campus procedures at both a small private institution and a large public institution. Chapter 1 is concerned with working definitions and types of study abroad programs. The second chapter deals specifically with transcripts from a study-abroad program, as well as a brief discussion on how work abroad is transferred into U.S. credits and in what amount. Chapter 3 discusses and analyzes college-sponsored and agency-sponsored program documentation. Chapter 4 examines the procedures which might be instituted on campus to ensure efficient and appropriate granting of credit for study-abroad experiences. And chapter 5 provides commentary and recommendations. Thirty-three examples of actual documentation are included. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED331343

TRANSCRIPTS FROM STUDY ABROAD PROGRAMS

A Workbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

NAFSA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

2 BEST COPY AVAILABLE

IN E024 390

Transcripts from Study Abroad Programs

A Workbook

Edited by

Eleanor Krawutschke
Coordinator,
Foreign Study Services
Western Michigan University

Thomas Roberts
Deputy Director,
Center for Education Abroad
Beaver College

A Joint Publication of the Section on U.S. Students Abroad of the National Association for Foreign Student Affairs (NAFSA) and the Study Abroad by U.S. Students Committee of the American Association of Collegiate Registrars and Admissions Officers (AACRAO)

The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange.

Support for this publication was provided by the Student Support Services Division of the U.S. Information Agency through a grant to the NAFSA Field Service.

Copies of this publication may be ordered from the Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009.

Copyright © 1986 by the National Association for Foreign Student Affairs. All rights reserved. Printed in the United States of America.

ISBN: 0-912207-20-5

Table of Contents

Acknowledgments

Chapter I

Background and Working Terminology 1

Eleanor Krawutschke
Western Michigan University

Thomas Roberts
Beaver College

Chapter II

An Ideal Study Abroad Transcript 4

Alan Margolis
Queens College, City University of New York

Chapter III

Analysis of Transcripts from College- and Agency-Sponsored Study Abroad Programs 9

Eleanor Krawutschke
Western Michigan University

Thomas Roberts
Beaver College

Chapter IV

On-Campus Procedures for Granting Credit 39

Joan Solaun
University of Illinois

Robbins Winslow
Trinity College

Chapter V

Conclusion: Commentary and Recommendations 58

Eleanor Krawutschke
Western Michigan University

Thomas Roberts
Beaver College

Acknowledgments

Many people have had a hand in shaping this workbook. Since this is truly a joint AACRAO/NAFSA production, we owe acknowledgment to a number of persons serving in one or both organizations, especially the governing bodies of each. Mary Peterson, director of the NAFSA Field Service, and Karlene Dickey, vice president for international education of AACRAO, who managed to provide us with the funding to proceed with this project, receive our deepest appreciation.

The authors of specific sections of the book are, of course, named in the Table of Contents. Others served on the editorial committee, and with particular thanks to Maxine McCarty, we would like also to mention Archer Brown, Gail Hochhauser, Norman Peterson, and Lily von Klemperer.

Also, the editors extend special thanks to the institutions represented by the authors and editors for the released time, Xeroxing, and reimbursement to attend workbook committee sessions that they so generously donated to the project.

It is common for editors of works such as this to proclaim that the faults of the work must rest with them and that any virtues are surely attributable to others. With little fear of contradiction, we subscribe to this statement.

Eleanor Krawutschke
Thomas Roberts

CHAPTER I

Background and Working Terminology

Thomas Roberts and Eleanor Krawutschke

Study abroad has become an important aspect of American higher education. Each academic year large numbers of our undergraduates participate in study abroad experiences around the globe and upon their return seek academic credit for the work they have completed. In some instances, this credit may amount to as much as 25 percent of their degree requirements.

Few would question the value of an international educational experience, and professionals in the field would like to see such opportunities expanded. Study abroad is, however, a relatively new pursuit, and as such, it is in need of uniformly acceptable standards in areas such as precision in documentation and more effective on-campus procedures for transfer of credit.

In response to this need, members of the Study Abroad by U.S. Students Committee (SAUSS) of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Section on U.S. Students Abroad (SECUSSA) of the National Association for Foreign Student Affairs (NAFSA) engaged in a recently completed three-year study of transcripts and other documentation from study abroad programs.

This workbook is a result of that study and is designed to be of use to both those responsible for making credit transfer determinations and those advising students on study abroad programs. It attempts to provide the following:

1. Guidelines for the documentation necessary in an ideal transcript
2. An analysis of current transcript practices by college- and agency-sponsored programs
3. Recommendations for the establishment of on-campus procedures at both a small private institution and a large public institution

Scope and Limitations

The SAUSS/SECUSSA study concentrated on programs held during the academic year, including full-year and semester programs, and did not include summer or interim term programs. In addition, the transcripts reviewed came largely from programs in western Europe, where most U.S. students study abroad and where the difficulties in translating one system to another may be less complex than for other areas of the world.

Organization of the Workbook

Succeeding chapters will deal with the ideal transcript (II), the analysis of transcripts (III), and on-campus procedures (IV). The remainder of this first chapter is concerned with working definitions and types of study abroad programs.

Definitions

A particular problem facing those discussing the field of study abroad is the lack of an agreed-upon set of definitions for the words commonly used. The problem is made more difficult in certain cases where it is less the definition of the word than the applicability of it to the study abroad situation which is at issue. SECUSSA is currently working on a data elements dictionary which will provide a set of standard definitions for the words used in study abroad parlance. This work should help a great deal in providing us with a common language. For the purposes of this study, we have attempted to be consistent with the developing data elements dictionary, though its applicability to some key words is limited.

The terms of reference most in need of clarification for this particular study are *agency, accreditation,* and *transcript.*

Agency: This term is usually juxtaposed with "college-sponsored" and is used to distinguish between U.S. accredited institutions and private nonaccredited organizations, whether here or abroad. Often there is a degree of opprobrium attached to the term "agency." It is perhaps worthwhile pointing out that, in general, the term "agency" implies that the organization functions as an "agent" for someone else, i.e., a middle person between two educational systems. In this regard, colleges and universities sponsoring programs that place students directly into overseas university situations function as agencies, and some agencies conduct courses of their own, independent of a foreign institution. For the purposes of this study, we have attempted to keep the division between college-sponsored and agency programs fairly clear and include as college-sponsored only those programs where the documentation examined by the committee — the transcript of record — was issued by an accredited U.S. college or university.

As will be evident from the following discussion of types of programs and from the chapter on analysis of transcripts from college-sponsored programs (III), we are often dealing in a somewhat murky area since the transcript issued by an accredited U.S. institution may include work done at an agency overseas.

Accreditation: The term is often used rather loosely and to many implies some sort of coveted status or academic

cachet for an institution. Because of this, study abroad programs, whether agency or college-sponsored, are frequently intent on claiming some type of "accredited" status.

The following statement by Marjorie Peace Lenn, Council on Postsecondary Accreditation, provides a cogent description of what accreditation actually means and the degree to which such status has bearing on study abroad programs:

> Accreditation is a non-governmental system for recognizing educational institutions (and professional programs affiliated with those institutions) for a level of performance, integrity and quality that entitles them to the confidence of the educational community and the public they serve. Accreditation is a uniquely American phenomenon which comes in two forms: institutional and specialized. Institutional accreditation attests to the quality of an institution as a whole. Evaluated in this process is the overall academic program and the learning, physical, fiscal, and human resources which support the educational purposes of the institution. Study abroad programs are considered a part of the overall academic program and are not separately accredited. Therefore, it is inaccurate for a study abroad program to state that the "program is accredited." Were it visited by an accrediting team, it would be for the purpose of evaluating the program as a part of the institution. It is the *institution* which is accredited.
>
> Specialized accreditation attests to the quality of specific professional, occupational, or disciplinary areas either within larger institutions or as freestanding professional or occupational schools (e.g., business, engineering, medicine, law, etc.). Currently in Europe, specialized accreditation is limited to study abroad programs related to U.S.-based law schools. Therefore, if a U.S. institutionally-sponsored study abroad program in Europe claims accreditation in a specific field, this is unlikely.
>
> As noted above, there are ways in which study abroad programs may inaccurately define their accredited status even though they are legitimately tied to an accredited institution in the U.S. Because accreditation is indicative of quality approval by U.S. standards, some study abroad programs which are not tied to accredited institutions may mislead the public by listing *membership* with accrediting associations. The only institutions or programs which hold membership in accrediting associations are those which are accredited. The institutions which list "membership with" rather than "accredited by" a particular accrediting body are perhaps members of the professional association but have no formal tie to the accrediting body itself.
>
> In sum, the term "accredited" *specifically* tied to a study abroad program is generally a misnomer. Currently, the Middle States Association of Schools and Colleges conducts institutional accrediting activities which include a visit to study abroad programs, but this type of activity is otherwise minimal among institutional accrediting bodies. In any case, it is accurate to state that a particular study abroad program is sponsored by a specific educational institution which is accredited by a particular accrediting association. (Example: The Tour de France Study Abroad Program is sponsored by the University of the Midwest which is accredited by the North Central Association of Schools and Colleges.)

Note that even the example cited could be misinterpreted as implying that the same standards applied to the University of the Midwest apply to the study abroad program it sponsors. As mentioned in the statement, Middle States has done some fine work in on-site evaluation. The fact remains, however, that most study abroad programs run by U.S. colleges and universities in any part of the country have not been reviewed in a systematic fashion either during a routine accreditation visit in the U.S. or on-site overseas.

For the purposes of the credit evaluator or program adviser, then, any attempt by an institution or an agency to describe a program of study abroad as "accredited" should be viewed with a considerable degree of skepticism. The term, for whatever it may seem to some to imply about institutions in the U.S., has no meaning for study abroad.

Transcript: A transcript is the certification of the results of an academic experience. For domestic study, this experience is stated in terms of a set of commonly agreed-upon assumptions concerning length of study, class and contact hours in relation to recommendations of credits, and consistency to some sort of grading system. While academic standards in the U.S. vary enormously from institution to institution, we assume that the coursework offered is subject to certain internal and external controls and reviews ensuring consistency to standards applicable at a particular institution.

For study abroad, the document presented—the transcript—frequently resembles closely the domestic transcript. But the set of assumptions upon which the domestic transcript rests is largely invalid for the study abroad experience. We are dealing in almost all cases with a different academic system which is not always easily stated in the same terms as stateside study.

Further, the domestic transcript indicates, for the most part, work taken at, and under the direct academic auspices of, the institution issuing the transcript. By analogy, we might assume that the same would hold true for study abroad, but often this is not the case. The study abroad transcript frequently reflects work taken at a variety of types of institutions overseas and is, in most cases, not a primary source document.

The study abroad transcript, therefore, cannot be viewed as analogous to the domestic transcript. Whether issued by an agency or a U.S. college or university, the transcript must be viewed in a different light and examined

according to different principles. In Chapter II, guidelines are provided to assist evaluators in interpretation of the foreign study transcript in light of the standards and assumptions underlying the domestic transcript of record.

Types of Study Abroad Programs

Broadly speaking, study abroad programs may be categorized by the organization or institution sponsoring the program in the United States or overseas and the site of instruction.

Sponsoring Institution:

1. U.S. regionally accredited, postsecondary institution
2. Foreign institution recognized as postsecondary by the foreign ministry of education or other official body
3. Special-purpose foreign teaching institution, not ministry-approved or U.S. regionally accredited
4. Agencies which make program arrangements, place students in teaching institutions (2) or (3) or which teach their own courses. These may be either:
    a. U.S.-chartered or incorporated with a legal basis in the United States, including consortia
    b. Non-U.S. organization or agency.

Site of Instruction:

1. Foreign university
2. Special section for nonnative students at the foreign university
3. Special-purpose teaching institution
4. Agency
5. Island program with courses taught exclusively by U.S. institution faculty.

The fact is that many programs show a mixture of these categories of site of instruction and means of sponsorship, since sponsorship may be further divided as follows: (1) the institution or agency bearing legal and academic responsibility for the program; (2) the institution/agency administering the program; and (3) the institution/agency issuing the "official" transcript.

The organization of study abroad programs is often quite complex, and the complexity provides problems both for the credit evaluator and the study abroad adviser. As an example, a study abroad program may be sponsored in the United States by a consortium which contracts with an agency overseas for students to take courses (1) partially within an overseas university; (2) partially within a special section for "foreign" students at the overseas university; (3) partially within a special-purpose teaching institution; and (4) partially within the agency itself. The agency may administer the program and may issue a transcript or the transcript may be issued by the consortium or even an individual member institution of the consortium. In such an example (not far-fetched), determining the entity bearing legal and academic responsibility might require the services of legal counsel.

What we are concerned with, for the purposes of this manual, is the entity issuing the transcript and attesting to the academic experience of the student. This distinction establishes the necessary division in Chapter III between college-sponsored and agency-sponsored programs in the analysis of transcripts.

CHAPTER II

An Ideal Study Abroad Transcript

Alan Margolis

This chapter is concerned specifically with transcripts from a study abroad program. It is important to note that, in addition to the transcript (with all appropriate notations), course descriptions and syllabi should be available to the credit evaluator in order to maximize the acceptability of work taken abroad. This is particularly important in cases where no prior course-by-course approval was obtained by the student.

The transcript itself must contain certain basic elements of identification and verification as well as essential academic elements. Before examining those elements that provide the evaluator a basis upon which to officially grant academic credit for the study abroad experience, a brief discussion is in order on how this work abroad is transferred into U.S. credits and in what amount.

Modes of Credit Transfer

Academic work completed elsewhere, whether at U.S. or at foreign schools, may be transferred into U.S. credits in three basic ways. These are:

1. **Course-equivalent credit:** The course being transferred is deemed to have an exact equivalent at the home institution (e.g., 18th Century French Drama is equivalent to French 320). The equivalence carries with it the credit inherent in the local course.
2. **Discipline-related elective credit:** The course being transferred has been identified as belonging to a discipline (French), but the receiving institution does not have a course that fits with the course being evaluated. Thus 18th Century French Drama may be considered as elective credit in French.
3. **General elective credit:** If the home institution does not offer French courses but is willing to grant credit toward the degree, it may do so by stating that 18th Century French Drama may be considered as general elective credit.

Course-equivalent credit minimally should contain as many hours (i.e. credits) as the home course to which it is equivalent. For example, if French 320 carries four semester hours and the course being considered for transfer has been equated to three semester hours, they cannot truly be equivalent even if the same basic subject matter is covered, as equivalency requires both substantive and quantitative identity. In this case, the best that could be done is to approve three discipline-related elective credits which would be comparable in level and purpose, if not equal to a specific course.

On the other hand, if French 320 is two semester hours and the transfer course is three, the course equivalency can be established and one discipline-related elective credit awarded to account for the third credit.

The use of any or all of these categories — the terminology if not the substance of the categories may be different — depends upon institutional policies. At times, the use of categories depends upon the nature of the host school: was it accredited/approved, does it grant a degree, is it secular or non-secular?

Amount of Credit Transferred

Maximum credit load, as it relates to each academic term, is another concept which comes into play. If the home institution has a maximum credit policy of 18 semester hours per semester, and this standard is applied generically to transfer credit evaluation, it should apply to study abroad transfer credit as well.

All this having been said, U.S. institutions frequently overrule their own policies through programmatic arrangements with foreign institutions. While those who keep the records often fume at the apparent inconsistency or feel righteous indignation on behalf of the majority of students, such overriding of policies is common and as long as it is academically based, is justified.

All U.S. institutions should, and most do, have procedures for dealing with different types of institutions from which transfer credit may emanate. It really is not a quantum leap to extrapolate from the procedures for U.S. institutions to foreign schools. The trick is in knowing enough about the foreign school to categorize it properly.

The Essential Elements of a Study Abroad Transcript

Institutional Identification: Of basic importance are the institution's name (in both the foreign language and in English), address, and the title and signature of the appropriate official. The name of the institution should include the name of the subdivision in which a student is enrolled, if applicable. A cable address and a telephone number might be useful in the event that decisions or clarifications need to be made under the pressure of time.

Student Identification: While this chapter will deal primarily with the elements needed to evaluate the courses students have taken at foreign institutions, we must not forget to consider what is necessary to identify the student who appears on the transcript as the same one who appears in your office. The student's name, home address,

and date of birth are necessary. Extremely helpful are the Social Security number (or whatever identification number is used by the home institution) and the student's status at the host school — regular, undergraduate/graduate, visitor, special program for foreigners, etc. Also, where a student is a participant in a formal program, the name of that program should be stated. All of this information should appear at the head of each page of the transcript. If there is more than one page, the pages should be numbered one of six, two of six, and so on. Without this information, especially when transcripts appear through the mail without the student there to guide you through the mysteries, foolproof identification cannot take place.

Official Verification and Translations: Generally, transcripts are official if they have been forwarded directly from the host institution to the home school, bearing an official seal of some kind. They are unofficial if they are either unsealed, or sealed and presented by the student or any agent other than the host institution. There is a complicating factor which only experience will mitigate: certain countries do issue official, sealed documents directly to students—Germany and France among others—but do not send them to the student's home institution. It is best to check with host government or education officials or with colleagues about this. However, most countries will submit official documentation directly to you. Only official transcripts are valid for the purposes of assigning transfer credit. If available, all transcripts must be accompanied by official translations.

It cannot be stressed too much that translations be official (e.g., translation agency, consulates, professional translator) and accurate. Knowledge of a foreign language may not be sufficient to turn out an accurate translation: "education fisica" is "physical education" not "physics"; "the laws of kosher" is not "home economics." Honest mistakes born of unfamiliarity with U.S. educational nomenclature and standards lead to erroneous translations which can only serve to undermine the credibility of an entire document and result in incorrect evaluations.

On occasion, translators try to be "helpful" by assisting in the evaluation through evaluative translations. It is not uncommon to see a French document have the word "licence" translated (for the U.S. market) as "master's degree" when basically the document represents three to four years of postsecondary work, which usually is equated to a U.S. bachelor's degree.

The Ten Basic Data Elements: An academic transcript is a certification of the results of an academic experience. This differs from a certification of attendance which does not state whether the student successfully completed the course, only that he or she was in attendance. "In attendance" might mean "registered," or it might even mean attended all class meetings; however, it tells us nothing else. While there is no format which meets the desires of all educational institutions, there are basic data elements which should be present in order to make that experience administratively comprehensible. These elements are:

Element:	Example:
1. Academic discipline	French
2. Course title	18th Century Drama
3. Length of term	16 weeks
4. Hours of classwork	3 per week
5. Length of class hour	55 minutes
6. Type of class	Lecture/recitation
7. Grade	14
8. Grading Scale	18–20 = A; 16–17 = B; 13–15 = C; 10–12 = D; below 10 = F
9. Academic level	Undergraduate
10. Legal status of institution in home country	Ministry of Education approved

In addition, it would be very helpful to have the bulletin/catalog, entrance requirements, and faculty qualifications.

Let us look at the 10 basic transcript elements and relate them, where appropriate, to the general issues of credit transfer, verification, and translation. We shall deal with what the elements mean and what to do if the information is missing.

1. Academic Discipline: It is important to know the focus of a course, especially if a student must have the credits validated through a department examination or if prerequisites or other requirements are to be met through the course. In order for students to be directed to the appropriate faculty to have work evaluated, study abroad credit evaluators need to know the academic discipline of the course. While course titles may appear to provide this information, they often are intentionally misleading. For example, where does one place a course titled "The Irish in America"? Does it belong in sociology, history, or political science? Therefore, each course listed on a transcript should identify the discipline. If the discipline is not shown, look at the course title. If there is any ambiguity, the syllabus/course description and the bulletin should be supplied by the student and reviewed.

2. Course Title: Clearly, one needs to know the title of a course; however, titles themselves often require explanation. If a course is titled "French Language II," can we readily identify its level so that the student may be placed properly upon return to the home school? We need to know how many courses are included in a sequence and how the levels are differentiated into elementary, intermediate, and advanced. While it may be possible to test the student in order to establish the appropriate level, we wish to avoid having the student hassled unnecessarily. If the combination of discipline and title still leaves one guessing, or if no title appears, it will be necessary to view a syllabus containing a detailed course description or to review a bulletin. In some cases it may be necessary to correspond with the host institution.

3. Length of Term: In response to the needs of U.S. evaluators, an increasing number of study abroad pro-

grams include this very important information. Basically, it is needed to help determine the credit value of each course. It becomes crucial when the number of class hours is stated as so many per week rather than an aggregate number—so many per course. In the absence of this aggregate, *it is impossible to arrive at a credit value.* It should be remembered that a U.S. semester generally lasts between 15 and 18 class weeks and should contain no fewer than 14 weeks of actual classes or reading periods exclusive of final examinations.

4. Hours of Classwork: As indicated above, hours of classwork can be stated as an aggregate number, e.g., 45 hours for French (18th Century Drama) or as a number of hours per week for a set number of weeks, e.g., three hours per week for 15 weeks for French (18th Century Drama). The number of hours a class meets during an academic term is used to determine the number of credits a course is valued. While this is a valuable rule of thumb, there are systematic exceptions. In the United Kingdom, for example, students study perhaps three or four "subjects" for an entire year. This is a full-time program and ought to be treated as such. Thus, albeit somewhat artificially, if three subjects are studied for a year, we can safely attribute to each course 10 semester hours in order to obtain 30 for the year. If four courses are studied, then value each at eight in order to arrive at a "full U.S. year" or 30 to 36 semester hours.

In certain educational systems, and this is true in Latin America and in Taiwan, students spend more hours in class than they would in the United States. Primarily, this is because there is an insufficient number of advanced level textbooks in the native language and, in addition, library collections often are small and frequently not open to general circulation. So it is possible for students to spend 20 to 25 hours a week in class and cover no more material than a U.S. student would in a semester, as little is expected of the student out of class. Resources such as reports of the World Education Series and Projects in International Education Research (PIER), formerly Joint Committee on Workshops (JCOW), often reference these types of anomalies.

When exceptions appear not to exist, and by definition exceptions form a minority of cases, the rule of thumb provides a valid *modus operandi.* Usually, in courses which are other than laboratory, studio, or practicum—that is, courses which are lecture, recitation, seminar, etc.—one semester hour is equivalent to 15 class hours. Thus, in the course cited above, 18th Century French Drama met for 45 class hours during one academic term. This course is valued at three semester hours of credit (45/15). When dealing with laboratory, studio, or practicum hours, a different calculation is called for. While a three-to-one ratio between this type of class hour and the type represented by lecture or recitation courses is a good rule of thumb to follow, ratios of two-to-one or four-to-one are not uncommon. Thus, if a student took a 15-week course which contained three hours of lecture and three hours of laboratory, he/she completed a four semester hour course: lecture; 3x15/15 = 3; and lab; 3x15/45 = 1. Again, *it is impossible to arrive at a credit value* without this information. One cannot make an assumption that all humanities courses should be valued at three semester hours while all science courses should be valued at four semester hours. There is a need to quantify study abroad courses in a manner similar to that used to quantify coursework in the United States. One must be very careful to ascertain the hours of classwork. Frequently, hours as stated on foreign transcripts include hours of preparation, a concept which is not used in quantifying coursework in the United States.

5. Length of Class Hour: More to keep in mind than to search for, the length of the standard class hour provides additional information concerning quantifying the credit value. Any value between 50 minutes and 60 minutes may be considered a standard class hour and for the purposes of evaluation may be considered as equivalent to each other. What bears watching is any value less than 50 minutes (on occasion one sees a class hour of 45 minutes). Students attending programs which have 45-minute class hours should be warned that their credit hours may be devalued.

6. Type of Class: In the section on the length of class hours, it was mentioned that the quantification for semester hour equivalence depends in part upon whether the course falls into the category of lecture, recitation, or seminar, or within the category of laboratory, practicum, or studio. Without this information, it is difficult to evaluate the credit value.

7. Grades: Without grades, we do not know if the student successfully completed the course. One cannot take for granted that the appearance of a course on a transcript without a grade means that the course had been passed. Also, if an institution does not accept grades below a certain level (often grades below C are not accepted for transfer), an explicit statement of grades is vital. Without a clear statement that each course has been passed, with a notation of the quality of that pass, credit should not be granted.

8. Grading Scale: As discussed in the section on grades, both the fact of a pass and an indication of the quality of performance are very important. Transcripts ought to have an explicit statement of the meaning of their grades (as do "good" U.S. transcripts). While this key need not equate grades to an A through F scale, differentiated grade levels need to be clearly stated. If a student studies abroad at a university in a regular program, guidance on grading scales may be found in the standard reference works cited in the section on hours of classwork. When the study abroad program uses scales different from the usual ones, a statement on or accompanying the transcript should be required. Where there are scales differentiated by four passing levels, but not explicitly equated to A through D, such as "excellent," "very good," "fair," one may wish to make the assumption of equivalence with the

U.S. letter grade system and probably not be very far off. Complications arise when there are only three levels of passing grades or when there are five or six. While in the United States the level needed to graduate (usually a C average) is one step above the lowest passing grade (the D), many foreign systems have the lowest passing grade the same as the grade required to graduate; and this is true regardless of the number of grade levels. The issue which must be addressed here (only if it is pertinent to the evaluation itself) is whether there is a D equivalent grade. Without any indication of a grading scale, no credit transfer should take place. If there is an indication of pass/fail, then a certain level of decision can be made which may be sufficient in some cases. Where the actual grade equivalence needs to be established, a full grading scale is required.

9. Academic Level: Superficially, this is the easiest element with which to deal. Either a course is undergraduate or graduate level. However, this can be among the most contentious points in evaluating study abroad experiences. It is relatively easy to deal with established special programs which have at least one eye on the U.S. system to which the students are returning. It is more difficult when U.S. students enter either the foreign university system or one of the (harder to evaluate) sub-systems—technical schools, allied health programs, and so forth. The academic level of the course, rather than the level of the student's academic attainment, is the fundamental issue. A foreign education system may require a U.S. degree to enter a particular level of its system. U.S. students returning from such an experience expect to be granted graduate-level credit. Often they are told that they were attending an undergraduate program and that they cannot get graduate credit. What is not understood is that there is no common standard by which a foreign system evaluates U.S. educational documents and the U.S. institution evaluates the foreign educational documents. A case in point is the evaluation of U.S. students for placement in French universities. As the French consider their own high school graduates as having the equivalent of the completion of two years at a U.S. university (a view not shared by most U.S. admissions officers), they require that U.S. applicants to a "licence" program—the third year of French university and the 15th year of total schooling—already have a U.S. bachelor's degree. This is *their* evaluation of U.S. education; a U.S. evaluator of foreign credentials may grant a degree equivalent to holders of a French "licence," but will not grant any graduate credit.

Students going abroad must be made to realize that it is the way *we* view the foreign system that rules, not the way their system views us. Another possible point of irritation exists when students are accepted into programs regardless of their academic level in the United States and placed in the same classroom. Often the transcript indicating the same course will note graduate credit for those who already have a bachelor's degree and undergraduate credit for those who do not. Often there is no statement that "extra" work has been done by the "graduate student" and, in fact, usually nothing additional has been done. A sharp evaluator or registrar will catch this and deny graduate credit. The assumption that the level of the credit depends upon the academic standing of the student may be implicit in the program; however, whether implicit or explicit, the home institution may not buy it. Akin to this is the situation where students attend special purpose institutions where academic level simply does not exist and where work may be available to individuals still in secondary school as well as to those who are university graduates. Religious institutions, and music, drama, and art schools often fall into this category. Students should obtain prior approval before committing themselves to such a program. The approval must state the academic level at which the coursework will be approved. Such a statement should be kept on record at the registrar's office or other appropriate place. While the vast majority of students studying abroad are undergraduates who clearly are taking undergraduate courses, the number of cases in the category being discussed here is substantial and each one is difficult and painful to resolve.

10. Legal Status of Institution in the Home Country: Many U.S. institutions treat accredited institutions differently from those not accredited and may extend this policy to foreign institutions using, instead of accreditation, official approval from the Ministry of Education (or, on occasion, another appropriate ministry). For this reason, it is valuable to ascertain the legal status of the institution attended by students. While there may be no direct relationship between ministry approval, the quality of the program, and the fact of transferability, students and counselors should know the status and check with the appropriate office before the student makes a commitment.

An Important Consideration: Primary Versus Secondary Sources

One more concept needs to be developed: the level of the transcript. Academic documents emanating directly from the institution which instructed the student are called *primary source documents.* Those which are derived from that original source, whether through some contractual arrangement or through evaluation, are *secondary source documents.* For example, a student attends Yeshiva "X" in Israel and returns home with certification directly from the yeshiva. He has presented a primary source document. His friends attended the same yeshiva under the auspices of U.S. College "M" and received a statement of completion from "M". This is a secondary source document which "M" has derived from reports (if not a formal transcript) emanating from "X." In such a case, it is recommended that the primary source document from "X" be reviewed.

Naturally, there are complications. If a student attending "X" is registered at U.S. institution "P," and upon completion of the study abroad program is granted an official "P" transcript, a different level of review is necessary.

The nature of the posting of the study abroad experience is a vital factor. The fact of *the appearance of credit* on a U.S. collegiate transcript does not of itself indicate a primary source. Such a posting as:

Study Abroad Program in Israel	30 credits

does not represent a primary source. Neither does:

Study Abroad in Israel	
Hebrew Language and Literature	30 credits

Even when courses are stated as:

Study in Israel	
Hebrew 101	3 credits
Hebrew 202	3 credits
Phil 300	3 credits

and the course numbers represent the reporting U.S. college's numbering system, you cannot know whether it was those courses the student took or whether the courses taken had been equated to (evaluated as) these courses based on a review of work completed at the host school. If the latter were true, the U.S. transcript clearly is a secondary source document.

The rule of thumb then is: If a document is clearly a secondary source, *require* the primary source; where it is unclear whether the document is primary or secondary, *request* the primary; where it appears that the document is primary, rely on it but *ask* for any other documentation for "back-up" purposes.

CHAPTER III

Analysis of Transcripts from College- and Agency-Sponsored Study Abroad Programs

Thomas Roberts and Eleanor Krawutschke

Over a period of approximately three years, from 1982–85, members of SAUSS and SECUSSA studied transcripts submitted by over 300 college- and agency-sponsored study abroad programs. In addition to the basic documentation, the committees looked at other sources—publications or information specifically requested—concerning several programs.

The discussion and analysis of issues which follow are based directly on these investigations. While the issues relate to many specific examples, the discussion is purposefully general. There seems little to be gained by pointing out the deficiencies of documentation of individual colleges and universities or agencies. We are interested in pointing out areas of broad and general concern, and each specific example could be replicated many times.

For this reason, the samples used for illustration of certain points are few in number and largely illustrate positive or essentially neutral situations. The name of the institution is frequently suppressed as well as the name of the student for whom the transcript was issued.

While this chapter is divided between college-sponsored and agency-sponsored programs, we found that the basic issues arising from the documentation were in many cases the same. The most obvious and fundamental difference is in the nature of the institution (though, as the discussion shows, even here distinctions are somewhat fuzzy), and despite some duplication of issues, we decided to maintain this traditional division.

In the college-sponsored section we have dealt primarily with the difficult issue of primary versus secondary sources and the closely related issue of "sub-contracting." These issues also appear for consideration in the agency-sponsored section, although in that section there is primary emphasis on the nature and type of institution. Wherever possible we have used the same headings as those in the chapter on the ideal transcript (Chapter II) for the purpose of ease in cross-referencing.

Transcripts from U.S. College- and University-Sponsored Study Abroad Programs

Evaluating transcripts of credit for U.S. college- and university-sponsored study abroad programs would seem to present no more difficult a task than evaluating transcripts of credit for work undertaken at the home campus. This, however, is not the case, and the evaluator would do well to keep the following considerations in mind when analyzing the documents and reading the program prospectus.

In evaluating work undertaken on the home campus, one takes for granted that certain factors—contact hours, curriculum content, faculty, and course level—are all governed by departmental, institutional, and accrediting association standards, practice, and expectation. For a variety of reasons, these assumptions may not hold true for study abroad programs, even where instruction is provided by staff members of the home institution.

More difficult still are cases where a program is subcontracted to other instructional bodies (foreign university, private agency, etc.) where foreign language proficiency and prior educational experience are factors. While institutional policy regarding nonaccredited programs may be perfectly clear, when the university offering study abroad programs is regionally accredited and lists such instruction as part of its own study abroad program we find ourselves on the one hand denying credit for the experience and on the other accepting it without question simply because we assume that the overseas study experience has been assessed with the same critical tools as are used for the home-based coursework.

As is so often the case, the greatest impediment to assessing the study abroad experience (whether U.S. college- and university-sponsored or agency-sponsored) is a lack of information about what actually transpired. Transcripts frequently omit critical information on location, duration, and level of studies. Catalogs often define study abroad courses in terms of creative one-liners (Study in Portugal—4 units), and program brochures occasionally forget to inform us that this is a program conducted for the university by the foreign student center of another nation's national university.

It is most important that evaluators not rely too heavily on a U.S. college or university's accreditation status in determining whether or not credit should be granted for work completed under the auspices of a third-party organization. The decision to grant transfer credit should be based on the merits of a specific study abroad program, not on the status of the transcripting institution. In many instances, it is impossible to tell from looking at a U.S. university transcript that instruction has been provided by contractual agreement with a nonaccredited (or unrecognized) third party. Even if this information is not disclosed, it is nevertheless the responsibility of the evaluator to uncover such information through examination of the U.S. college catalog, through correspondence with the

program director, through interviews with student participants, and so on, in order to avoid setting inappropriate precedents. Each unfamiliar program should be thoroughly investigated before transfer credit is granted to the first petitioning student from that program.

Evaluators have every right to deny transfer credit if they are not satisfied with the information they obtain, regardless of the accreditation status of the sponsoring U.S. college. Nevertheless, there are cases where U.S. college personnel from sponsoring institutions have voiced concern when transfer credit has been denied participants in their programs. Of greater concern, however, is the far larger number of evaluators who routinely grant credit for such study abroad experiences simply because the coursework is documented on the transcript of an accredited U.S. college. Often these same evaluators would deny transfer credit to a student who participated in the identical program but dealt with the "wholesaler." Administrators from both institutions might do well to read the Council on Postsecondary Accreditation (COPA) "Policy Statement on Off-Campus Credit Programs" of April 1983. Item #6 addresses the issue:

> An institution is directly responsible for all its off-campus educational activities, and that responsibility cannot be delegated to third-party organizations or individuals. An accredited institution shall not lend its accreditation to unaccredited organizations or persons who operate as contractors to develop and market educational programs.

Analysis of Transcripts: As noted in Chapter I, there are several ways of categorizing study abroad programs, and frequently there is a confusing interrelationship of those categories. For the purposes of this section, study abroad programs sponsored by U.S. colleges may be divided into two main categories based on the nature of the instruction provided:

1. Those for which the instruction is provided by staff members of the home (U.S.) college or, alternatively, by the home institutions's designated on-site, foreign faculty who are hired specifically for that purpose and are supervised by the sponsoring U.S. college.
2. Those for which the instruction is actually provided by another entity such as a foreign university, a private program or agency (either U.S. or foreign), or a special center for foreign students at a foreign university.

1. Home Institution Supervised Programs: Institutions in the first category operate their own programs of study in foreign countries. These institutions own or rent space in the country of study, hire the faculty (or bring along some faculty from the home campus), and generally maintain close supervision over the program of instruction and day-to-day operations. Some operate what might be considered a branch campus overseas. This status may afford a certain degree of comfort for the transfer credit evaluator. However, since admissions standards overseas may vary and curricula differ from those of the home campus, the transcripts themselves may present unanticipated confusion.

Courses offered through these programs are very often included alongside the regular home campus offerings in their institutions' catalogs or may be found in special study abroad brochures issued by the U.S. institutions. Where the coursework is identical, they carry the usual university course numbers and departmental designations. In some instances, these are courses taught exclusively at the foreign site and the catalog so states this; in other cases they are equivalent to courses taught on the home campus.

In most cases, the transcript issued for work done at these foreign sites cannot easily be differentiated from a transcript for work completed at the home campus. Sometimes, however, there is a special semester heading which indicates that the work was done at the "branch campus." Special terminology or coding is often used on the transcript to designate the foreign-based coursework. One example on file includes the notation "EX FS" along with the semester notation. Another shows courses marked with an "R" which we assume stands for Rome, Italy, rather than "remedial." The outside evaluator can venture a guess, but cannot be certain what the internally-designated code lettering means and may indeed miss the significance of it altogether, assuming erroneously that the work was completed at the home campus. An explanatory note on the coding system would be helpful to outside evaluators.

Clear differentiation between on-campus and off-campus coursework is especially important as most of these study programs welcome and often actively seek students from other institutions. In general, transcripts from this first category are less problematic than those of the second category of programs.

2. Sub-contracted Programs: The second category encompasses those U.S. college- and university-sponsored study abroad programs in which students are placed as follows:

a. In special sections of foreign universities designed for nonnationals of the country in question ("Wholesaler"/"Retailer" Programs)

b. In special educational programs operated by non-accredited entities (Nonuniversity/Nonaccredited Programs)

c. In regular classes of foreign universities ("Foreign Transfer Programs")

Many study abroad programs fall into this category, and, unfortunately, they frequently produce some of the most obscure and misleading transcripts. In most cases, the home institution does not provide the major portion of the instruction and has rather less control over the day-to-day running of the programs. The following will help to clarify the major types of programs and transcripting methods employed by accredited U.S. colleges which uti-

lize the services of an outside entity for instructional purposes. Examples are provided at the end of the chapter.

a. "Wholesaler"/"Retailer" Programs
(Examples 1, 2, and 3)

Many U.S. colleges place students in special study centers abroad primarily to increase their language proficiency and to strengthen their cultural awareness. A number of U.S. colleges, for example, have selected a program in Mexico based at and run by a Mexican university, but intended primarily for English-speaking students. Some U.S. students choose to attend this program on their own, without utilizing the admissions assistance of any sponsoring American college.

It is possible to view the Mexican university as a sort of "wholesaler" in the study abroad business and the U.S. colleges as "retailers." Students who have used the services of a "retailer" will receive a transcript for work completed that is issued by their home institution (see Examples 1 and 2). Those who have chosen to deal directly with the "wholesaler" will receive instead a document similar to Example 3. In actuality, the sponsoring U.S. colleges receive this latter type of documentation for each student they send to the program, but show the work completed in terms of their own institutional interpretation. Students transferring to other institutions thus have no original documentation to present to the new institution's evaluator who may refuse to grant credit based solely on the "retailer's" say-so, requiring instead much more information about instructional staff, contact hours, etc.

It is clear that the U.S. institution has attempted to disclose the necessary information; however, it has only partially identified its "sub-contractor." It has clearly identified the Mexican university, but neglected to note that the coursework was pursued at the Centro Internacional, a special center for non-Mexicans whose Spanish language proficiency is insufficient to pursue regular coursework at the university without extreme difficulty. A close examination of the courses listed on this transcript indicates that these are probably not courses offered to Mexican university students. An evaluator would very likely reach this conclusion without having been specifically informed by the U.S. college. Actually, in this particular case, the U.S. institution's credentials are not of prime importance; what is needed is some knowledge about the Mexican university in general and specifically about the Centro Internacional.

b. Nonuniversity/Non "accredited" Programs
(Examples 4, 5, 6, 7)

A number of U.S. colleges use a nonuniversity, non "accredited" foreign "subcontractor" for instructional purposes but do not indicate this on their transcripts. For example, students from one U.S. college participate in a program operated by Estudio Internacional Sampere (EIS) which is a private language school in Madrid (Example 4). Students from another U.S. college pursue coursework at Santa Reparata Graphic Arts Center in Florence, Italy (Example 5). In the examples supplied to us, the headings have alerted us to the fact that a segment of coursework on the transcript was actually completed abroad, but these and other transcripts of this category tend at times to be fairly vague. In the case of Example 4, there is no indication of the city, of the agency utilized, or even of which semester (Fall and Spring) is being documented. Example 5 is even less informative, bearing only the notation "Abroad," although even this is better than nothing, since it leads us to correspond with program advisers, directors, and student participants in an effort to gain more information.

The true relationship between these U.S. colleges and third-party, foreign educational bodies frequently is not clearly stated, although often we have been able to verify that there is a connection of some sort. Whether or not these institutions are "lending" their accreditation to a third party (see COPA statement, page 10) or are simply validating work offered by EIS and Santa Reparata is extremely difficult to determine. Much depends upon the type and amount of input and supervision the U.S. colleges exercise in the study abroad programs.

Reference to the catalog of the U.S. college issuing Example 4 shows that it has equated the Madrid courses with its on-campus courses—same numbers, same titles, etc. One sees only a notation at the end of the course description which reads "On-campus" and "Madrid," indicating that students may opt to pursue Spanish 222, for example, either at the home campus or in Madrid, Spain. The question of concern to an outside evaluator is whether Spanish 222 in Madrid is actually the same course as 222 on the home campus. The U.S. college's transcript and catalog lead us to believe this is so. One might be tempted to assume that the U.S. college's faculty members teach the course in Madrid; consequently, many evaluators would be likely to give the matter no further thought and grant transfer credit as a matter of course, based on their respect for the U.S. college's accreditation status. However, upon discovery of the fact that Spanish 222 in Madrid is actually being taught by staff members of a non-recognized entity (EIS), an evaluator, inferring that it is perhaps not the same course as Spanish 222 back in the United States, might wish to consider the matter of transfer credit more carefully.

A number of factors should be considered before jumping to conclusions. It may well be that the courses in Madrid are taught by bonafide U.S. college faculty members and/or that the courses have been specifically designed for the U.S. institution's students only and are effectively supervised by their faculty, even though the instructors may be the employees of EIS. It is possible that there is no problem at all with this particular program of study in Spain. However, in order to ascertain this beyond a reasonable doubt, it is necessary for the receiving institution to engage in a certain amount of investigative work. The point is that transcripting colleges and universities can and should provide complete information when they utilize the services of an outside party for instructional purposes. What an insuitution does with its own students who will eventually be granted its degree is its own concern. However, when the institution is accepting (even actively recruiting) guest student enrollment, it carries a responsi-

bility for adequate disclosure of facts which might influence transfer decisions made by other institutions. Examples 6 and 7 illustrate U.S. college transcripts that are somewhat more in line with our views on this issue.

Several of the U.S. colleges participating in this study have presented us with documents transcripting what is essentially a program operated by a U.S.-based, private, nonaccredited organization offering a semester in Europe. We do not wish to imply that there is anything "wrong" with the quality of programs of this type. However, we feel that the U.S. colleges should clearly state on their transcripts that the work documented was actually completed away from their U.S. campuses and was part of their semester-in-Europe program.

c. Placement in a Foreign University (Examples 8 through 14):

Relatively few American students participating in foreign study experiences are actually doing so via direct enrollment in a foreign university. In such cases, if students earn credit for the foreign study experiences, it will show up on the home college's transcript as "transfer" credit from a foreign university. Many of those who are taking regular coursework alongside nationals of a country are, however, not doing it on their own initiative, but as a result of having been "placed" there as participants in a U.S. college's program.

Some foreign universities will, in fact, accept American students only if they are placed by a particular U.S. institution with which the foreign university is affiliated. In addition, a number of U.S. colleges (and also private agencies) will provide students with assistance in "direct" foreign university enrollment either as part of a specific exchange agreement or via a study abroad office serving as a facilitator.

Exchange programs with specific universities in the United Kingdom (with work reported on American-type transcripts) and "combination" programs which place students in regular classes in a German university (as well as special classes for foreigners at more than one private language and culture school) are shown in Examples 8, 9, and 10. Both of the U.S. institutions have clearly indicated the foreign institution which provided the instruction. We recommend, however, that for these institutions and others like them that place students in foreign universities, it is preferable to include original documentation at the outset so that evaluators can determine that the reporting institutions' evaluation of the work completed agrees with the interpretation used by the evaluators' own institutions. In the case of the Heidelberg work, for example, original documentation for the coursework provided by the non-university entities, such as the Goethe Institute, would be essential. This transcript is typical of a "combination" program in which the student is placed in more than one foreign institution for instructional purposes. Each course listed on the transcript is preceded by a notation indicating where the work was taken. A note at the bottom explains the coding system.

One of the best transcripts we have seen is the one issued for a study program at the University of Kent at Canterbury, England (Examples 11–14). The semester heading is brief, but manages to include all the necessary elements, including the duration of the study period in months. The grades are reported not as the expected A, B, C..., but as in the British system. The original documentation from the British instructors is provided. Courses are not given titles which correspond to those in the home institution's catalog. Everything is recorded exactly as it actually was.

Transcripts from Agency-Sponsored Programs

Dealing with transcripts from agency-sponsored programs presents the credit evaluator with certain difficulties and issues not posed by transcripts from college-sponsored programs. In fact, as pointed out in the first section of this chapter, we may be dealing in both cases with similar problems, and the set of assumptions we bring to bear in either case needs careful examination. In dealing with agencies, our initial assumptions may often be negative in nature just as we may be predisposed to view a college-sponsored transcript in an initially positive way. These assumptions may prove equally invalid. Nonetheless, in dealing with agencies we cannot presuppose even a vaguely reassuring set of common academic standards, and we cannot escape from the reality that in granting credit for agency programs we are awarding credit toward a degree at our colleges and universities for work completed at nonaccredited institutions.

While the issue of transfer credit for work completed in nonaccredited institutions is not confined to the study abroad situation, it does mean, nevertheless, that we must exercise the greatest care in making credit determinations for these agency-sponsored programs. The quality and sufficiency of the transcript presented by the agency provides us with some considerable assistance in making these determinations.

In the main, the agency-sponsored transcripts which we have selected to review in depth, including the examples cited in this section, represent documentation from long-established and/or "well recognized" programs which each year enroll a good number of students from U.S. colleges and universities. More importantly, the transcripts issued by these programs have provided for the granting of degree requirement credit at a wide range of accredited American colleges and universities. In terms, therefore, of their numbers, they provide us with a significant representative group and, in terms of the credit the students have received, with issues of critical importance to us.

We received a fairly large number of transcripts from agencies which can only be considered marginal and "transcripts" so lacking in basic documentation as to be hardly worthy of serious consideration. There seemed to us little value in dealing in an analytical manner with these for the purposes of this study.

Analysis of Transcripts: What we are dealing with here (as with the transcripts analyzed in the preceding college-sponsored section) are transcripts which provide, at least at first glance, basic documentation in a legible, recognizable format—described in "American" terminology. They closely resemble in many cases transcripts issued by U.S. colleges and universities.

Clearly, there is an attempt (at one level highly laudable) to emulate common U.S. registrarial practices. However, examination of individual components of the transcripts reveals difficulties on other levels that are obscured to some extent by the similarity of the presentations.

1. Institutional Identification: The most obvious feature we deal with in receiving the transcript is the name of the institution issuing it. In all cases this is boldly presented. We are confronted with a variety in the terminology used to "describe" the institution. There are "Institutes," "Colleges," and even a "University"—all terms familiar to us as American institutional designations that imply education at a postsecondary level. A few are somewhat less informative. "Higher Education in Europe" is certainly descriptive of the level intended, but "Inter-Study" has few resonances within the American academic community.

The first group (institutes, colleges, universities) proclaims by implication structures and perhaps standards of like-named institutions in the United States. But the fact is that we are dealing with terms having no precise or "safeguarded" meaning within the American academic community. While efforts are currently being made to provide precision, these efforts are largely directed toward the establishment of self-regulated codes of ethics, unenforceable without broad consensus which is difficult to obtain, and for the foreseeable future we would be unwise to draw assumptions about the nature of institutions from the titles they choose to adopt.

The issue is further complicated by the fact that we are dealing in these instances with agencies operating outside the United States. Many of the agencies have some form of U.S.-based representation ranging from an administrative office to the statement by one that the institution is "Chartered by the Regents of the State of New York" and by another that "A non-profit institution, X has since 1972 been affiliated with Y College of ____, which is accredited by the North Central Association of Colleges and Universities."

Further inquiry by the committee (beyond the statements or references contained in the documentation) disclosed that some agencies have governing boards comprised of U.S.-based personnel, and that one has a rather elaborate system of associations with a large group of American colleges and universities. Finally, one merely has a U.S.-based representative.

This research was not extensive, and we do not mean it to imply an exhaustive study in this area. We were simply interested in establishing the degree to which these agencies adopted both an overseas and an American context. The point for this study is that credit evaluators must frequently do further research to determine the structure which is not obviously indicated by the name of the institution, given the lack of meaningful definitions now available.

Concerning the U.S. side of the agency operation, we would wish to determine to what degree the statement of association should influence our judgments concerning transfer credit. For example, does chartering by the State of New York indicate some form of accreditation?

With Agency X, does "affiliation" to an accredited institution here in the U.S. imply that the institution is similarly accredited in the same manner as the U.S. institution? (See the discussion on accreditation in Chapter I.)

2. Nonprofit Status: And what are we to make of "nonprofit?" This is a particularly vexing term in the field of study abroad. As educators, we are sensitive to the difference between educational institutions whose primary mission is education and which secondarily must maintain a sufficient degree of financial support to allow them to carry out their mission, and business enterprises, for whom the profit motivation (to the satisfaction of partners, investors, etc.) is their primary reason for existence.

Normally, our immediate reaction is to view with suspicion educational organizations structured as businesses. Agencies in the field of study abroad are therefore at pains to proclaim their educational nature, and the most common form of doing this appears to be the claiming of "nonprofit" status.

Again, however, we are faced with imprecision in terminology and confusion arising from the use of terminology here and abroad. We do not presume to go into legal nuances in this study, but suffice it to say that in the U.S. not-for-profit status may be obtained within one of the 50 states (sometimes with astonishing ease), and the key issue here is federal not-for-profit status which carries with it exemption from certain types of federal taxation. (Consequently, one might assume it to be fairly closely monitored.) Overseas, however, there is a baffling variety of legal definitions and requirements governing the arrangement of organizational structures; the term "nonprofit," for example, has no real meaning in the United Kingdom. The credit evaluator must often make further inquiry to determine precisely what the various statements of agencies regarding their status and affiliations actually mean.

Affiliation may be to institutions in the United States, as discussed above, or within the country where the agency is located (or at times on both sides of the Atlantic). All the terminology and statements used to identify agency programs on their transcripts—whether it be the name of the agency, their affiliations to other institutions here or overseas, or their purported "legal status"—deserve in most cases closer inspection by those responsible for granting credit. We are quick to point out that the precise structure or even technical organization (i.e., profit versus nonprofit) may not be the crucial determining factor in the decision of whether or not to award credit, but we do maintain that precision in this area of identifica-

tion is important in a document (the transcript) which, in the best of all worlds, should be a model of clarity.

3. Site of Instruction: There is another broad area regarding transcripts from agency-sponsored programs, similar to that described for the college-sponsored group, which deserves close attention, and that is the precise nature of the institution where the academic work performed by the student actually took place.

Agency (as well as college-sponsored) programs often function as "middlemen," transcribing work which has actually taken place at another institution. To further complicate matters, the transcript may indicate work done at more than one other institution, as well as work done directly with the agency. The Institute of European Studies Transcripts (Examples 15–18) indicate, in one case, work done exclusively at the University of Durham and in the other a combination of work done at IES Paris and at Paris (IV) and Paris (I) (sections of the University of Paris).

4. Primary Versus Secondary Source Material: Leaving aside for the moment the question of the validity of courses taken through an agency, we are dealing in many cases with secondary source material. If we accept many of these agency transcripts as presented, we are granting credit without direct documentation by the institution where the work was performed. We are accepting interpretations given to us by an agency of work performed elsewhere. (See Chapter II for further discussion of this issue.)

When asked, several of the agencies stated that they would, on request, supply further information concerning work taken through them at other institutions. The fact is that, in most cases, they do not receive requests, and their transcripts seem to be accepted at face value. Perhaps this is appropriate, especially if a U.S. institution has long experience with an agency, but most evaluators should be working wherever possible with original documentation.

This implies a burden on busy registrars or others concerned with credit transfer. Documents from foreign institutions are in many cases notoriously hard to interpret either in terms of grades or credits. We have tended to accept these transcripts from agencies because, in fact, they are in some cases expert at this interpretation. Part of their reason for existence as middlemen is that they provide this sort of service. We suggest that this question be dealt with on an ad hoc basis. Once one is comfortable with an agency, it may not be deemed necessary to require primary source materials, but in the early stages of experience it would seem incumbent on credit evaluators to take the additional step of requesting documentation from the institution where the work actually took place.

However, we are now faced with two concomitant questions: the nature of the "other" institution attested to by the agency and the nature of the agency itself. We might legitimately question whether or not to give credits for so-called "courses for foreigners," those for instance of the Cours de Civilisation Francaise in Paris or the Centro di Cultura per Stranieri in Florence. These are, in effect, extension-type courses, not regular courses of the universities. They may suit the needs of individual students well, but may not be appropriate in other cases. The point is they should be examined by appropriate academic people within the home institution before credit is granted.

More problematic are the courses taken at a *lycée* or a *volkshochschule* which perhaps contain excellent instruction but, except for language instruction, may not be appropriate for credit at the upper division level (the typical level for the "Junior Year Abroad" student).

Ultimately, there is the question rarely faced as to whether or not we should be accepting any credit from these nonaccredited agencies. There is no guarantee, not even the bare minimal one achieved through the U.S. accreditation process, that the level of courses taken, the amount of work performed, and the assessment are in any way similar to what we would expect on the home campus.

In fact, all credit transfer is based on experience factors, and, accreditation aside, this is true for the field of study abroad. We at times question closely the work done through an accredited U.S. institution abroad and accept without question work taken through an established agency.

5. Grading and Credits: Questions concerning credits and assessment cannot, except in extreme cases (inordinate amount of credit for a given period, for example), normally be raised simply by an examination of the agency transcripts. In all cases, grades are reported in a standard A–F scale. Where grades are transferred from another system, we are given a key to equivalencies in many cases (Examples 17, 19–22). Again, the agency provides a service in interpreting foreign grading scales, and, provided they are clear on equivalencies and these are acceptable to appropriate academic officials at the home school, grading would appear to pose few problems.

As far as credits are concerned, we are in a murkier area. The amount of credit is based on a ratio to contact hours fairly well understood here in the United States. This is not true for study in many foreign situations. As a general rule, there are simply fewer contact hours per course overseas. In a philosophical sense, the equation of contact hours with work demanded, and therefore credit issued, is, at best, a mechanistic one. Most European institutions would contend that the amount of work depends little on classroom hours, and we find ourselves in the position of accepting credit recommendations either directly or through agencies which, by our strict rules, would often be an overinflation of credit.

Among our transcripts, we have two good examples of this situation, both pertaining to full-year study at a British institution. At Aberdeen, the adviser to overseas students notes that the course load followed "is a load equivalent to that of a Scottish student of comparable standing." (Example 23). Concerning study at Durham, the following notation appears:

> The full-year programme of the Institute of the University of Durham is assessed as equivalent

to a full academic year at the particular institution in the United States. For example, if the latter normally counts for thirty credits, the quantity of study at Durham should represent an equivalent number of credits, and in this case, the notation "Full Year" of three terms should count as thirty credits and each course as ten credits. (Example 16)

*6. **Student Identification:*** We found no great aberration in the student identification section of the transcripts. Full enough information was normally provided for reasonable identification to avoid possible confusion. Many agencies, appropriately in this case, provide the name of the student's home institution and some have student ID numbers.

*7. **Verification:*** One critical area of the transcript which displays some difficulties among the agency programs is verification—the person responsible for signing the transcript and who can be held officially responsible for what appears there. Many of the agencies have persons designated as registrars (though there is really no way of knowing the qualifications of personnel so designated in these cases), and there seems to be a liberal use of official seals (these are easily purchased, and we might question the validity of procedures taken to protect against misuse).

In some cases, there are dual signatures; this is especially true where the student is taking courses at different institutions. In some cases, however, there is only the signature of a director or deputy director and one case where the signature block simply leaves a place for a title to be filled in.

We may find these attestation sections somewhat unusual in certain cases, but it is always clear who is signing the document. One might wish to refer to other material provided by the agency to verify the position of the person signing the transcript.

In the case of agencies transcripting material from other institutions, official documents appropriately verified by that institution should be included either on the transcript or on supporting materials.

Summary: As stated in the beginning, we have chosen for our examples those transcripts which would tend to satisfy our general standards for comprehensibility. In the main, we selected transcripts from agencies with a fairly long record of dealing with U.S. students, and, clearly, they have learned to provide information for credit transfer in an acceptable manner overall. We have attempted to point out deficiencies and to indicate some of the issues arising from the very nature of these institutions that we feel have some broad implications for the field of study abroad. But we feel it is most important to state again that, while we raise questions, we do not imply judgment on the programs whose transcripts are the subject of discussion in this section. Our own experience indicates that many agencies are providing excellent study opportunities for our undergraduates and providing a range of professional services in interfacing with foreign systems often quite dissimilar to our own. As is evident from our discussion of U.S. college-sponsored programs, many of the same issues raised for the agencies apply equally to the college-sponsored programs.

LAST NAME FIRST MIDDLE NUMBER BIRTH DATE

GRADUATED FROM:

ADDRESS ENTRANCE DATE

DEPT. NAME	COURSE NO.	COURSE TITLE	CRS. ATT.	GRADE	CRS. EARNED	QLTY. POINTS
		1982 - FALL SEMESTER, UNIV. IBEROAMERICANA MEXICO CITY				
SPA		SPANISH, TRANS & CONV.		A	3	
BLEC		MEXICAN FOLKLORE		A	3	
ART		MEX. ART ARCHAEOLOGY		A	3	
HIS		LATIN AMERICAN HISTORY		A	3	
HIS		SURVEY MEXICAN HISTORY		A	3	

DEPT. NAME	COURSE NO.	COURSE TITLE	CRS. ATT.	GRADE	CRS. EARNED	QLTY. POINTS

Example 1

16

BEST COPY AVAILABLE

[illegible] HAS BEEN [illegible]
STUDENT ABOVE MAY BE VERIFIED [illegible]

Graduated: Degree: Major:

Remarks:

22

This record is confidential and may not be passed on to a third party.

REGISTRAR Williams P. Figueroa 23

DATE [illegible]

ADDRESS ENTRANCE DATE

DEPT. NAME	COURSE NO.	COURSE TITLE	CRS. ATT.	GRADE	CRS. EARNED	QUALITY POINTS	DEPT. NAME	COURSE NO.	COURSE TITLE	CRS. ATT.	GRADE	CRS. EARNED	QUALITY POINTS
		SPRING 1983, UNIV. IBEROAMERICANA, MEXICO CITY											
		SPANISH CONV. & COMP		A	3								
		CONTEM LATIN AMERICAN NOVEL		B	3								
		SURVEY OF SPANISH LIT.		A	3								
		PHONETICS & PHONOLOGY		A	3								
		LAT AMER CIVILIZ & CULT		B	3								

Example 2

Graduated: Degree: Major:

Remarks:

24

This record is confidential and may not be passed on to a third party.

REGISTRAR William F. Haynes

DATE

23

Example 3

UNIVERSIDAD

CENTRO INTERNACIONAL

Date June 17, 1183

Official transcript of the record of _____

Session	Course Number	DESCRIPTION	Grade	Sem Hrs.	Qual Pts.
Spring 1983	SP 302	Conversation and Composition	93 A	3	4
	LIT 423	Contemporary Latin American Novel	92 B	3	3
	LIT 409	Survey of Spanish Literature	95 A	3	4
	SP 345	Phonetics and Phonology	100 A	3	4
	HS 316	Latin American Civilization and Culture	91 B	3	3
	NOTHING	VALID BELOW	THIS	LINE	

Prof. Carmela A. Bernal
Director
Centro de Intercambio Cultural.

NAME: [redacted] SS# [redacted]

[redacted]

NOK: [redacted] BIRTHPLACE: [redacted]

ENTRANCE DATE: 09/06/82 BIRTHDATE: [redacted]

DEGREE AND DATE CONFERRED

TEACHING CERTIFICATE

MAJOR | MINORS

[redacted]

PERMANENT RECORD

DEPT.	Crse No.	DESCRIPTION	Uts	Gr	Pts
Guest Student from [redacted]					
[redacted] From the [redacted] College Program of Studies in Spain - 1982:					
Spanish	222	Intermediate Span II	3	AB	10.5
Spanish	227	Aspects of Span Cult	3	AB	10.5
Spanish	233	Conv And Comp	3	B	9.0
Spanish	240	Translation & Grammar	3	B	9.0
Spanish	311	Panorama of Span Lit	3	B	9.0
Spanish	314	Current Issues	1	B	3.0
			16		51.0

DEPT.	Crse No.	DESCRIPTION	Uts	Gr	Pts

H. S.

Units:

Engl.:

For. Lang:

Math:

Science:

Social St:

Speech:

Others:

Tot.

CEEB V

M

Achiev:

Preliteracies

Eng. Comp

Speech

For. Lang.

Other:

Example 4

This record is released, and its subsequent use must be, in accordance with the Family Education Rights and Privacy Act of 1974 (Buckley Amendment).

AN OFFICIAL TRANSCRIPT

[redacted]

REGISTRAR

FEB 14 1983

FACULTY ACTION: DATE

SEMESTER HOURS

BEST COPY AVAILABLE

:ord of

dress St. Petersburg, FL 33711

e of Birth [redacted] Place of Birth Winston-Salem, NC

e Admitted August 20, 1977

mitted by Certificate from

Parent's or Guardian's Name

Parent's or Guardian's Address St. Petersburg, FL

Graduation Date Degree Granted

Major

Concentration:

ot. and Course No.	Descriptive Title	Grade	Equiv. Sem. Hrs.
	AUTUMN TERM 1977		
EDN 136	Roots of Ritual	A	4
	FALL SEMESTER 1977		
AAR 111	Visual Problem Solving I	C	4
LPL 112	Modes of Philosophizing	C	4
FVS 181	Inquiry & Human Nature	B	4
ATH 276	Dance I	B	4
AMU 245	Choral Literature & Ensemble (in progress--28 wks.)	-	-
	WINTER TERM 1978		
AWT	Art & Urban Survival (Independent)	A	4
	SPRING SEMESTER 1978		
AR 229	Photography as Image Gathering	A	4
AR 112	Drawing Fundamentals	A	4
112	Introduction to Psychology	B	4
VS 182	Foundations Seminar: Values and the Search for Spirit	A	4
MU 245	Choral Literature & Ensemble	B	4
	FALL SEMESTER 1978		
ALI 302	Southern Literature	A	4
CAN 202	The Anthropological Experience	B	4
LHI 349	History and Appreciation of Modern Painting	B	4
AMU 245	Choral Literature & Ensemble (In Progress-28 weeks)	-	-
AAR 222	Clay I	B	4
	WINTER TERM 1979		
AWT	Art & Architecture in Florence	A	4
	SPRING SEMESTER 1979		
CAS 284	French Area Studies	A	4
AMU 245	Choral Literature & Ensemble	A	4
AMU 442	Applied Music	B	4
LVS 201	Western Civilization	B	4
FDN 122	Writing Skills II	B	4
AMU 116	Comprehensive Music I: Non-Majors	A	4

Dept. and Course No.	Descriptive Title	Grade	Equiv. Sem. Hrs.
	FALL, 1979 ABROAD	-	
AAR 225	LITHOGRAPHY	C	4
AAR 244	DRAWING	C	4
AVS 379	FLORENCE SEMINAR	A	4
CIT 110	ITALIAN LANGUAGE	B	4
	SPRING, 1980		
AAR 325	ORIGINS OF MODERNISM	A	4
CVS 389	LONDON COLLOQUIUM	A	4
LLI 392	IMAGE OF CITY IN ENGLISH LIT	C	4
	WITHDREW 7/8/80		
	SPRING, 1981		
AAR 322	ADVANCED PHOTOGRAPHY CRITIQUE	INC/ A	4
CHI 203	CONTEMPORARY EUROPE: 1815-1945	B	4
LCM 390	MUSEUM INTERNSHIP	B	4
LVS 308	EXPERIENCE, VALUES & CRITICISM	A	4

Example 5

UNOFFICIAL

LAST NAME	FIRST NAME	MIDDLE NAME	ROAD STREET ADDRESS	CITY	STATE COUNTRY	BIRTH DATE	BIRTH PLACE	SEX	STUDENT NUMBER
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]			[redacted]	[redacted]

COLLEGE

UNCLASSIFIED (GUEST) FINE ARTS 1/84

DEPT	COURSE	COURSE TITLE	GRADE	SEM HOURS	POINTS
		SPRING 1984 SCHOOL LORENZO DE'MEDICI FLORENCE, ITALY			
		INTENSIVE ITALIAN 1			
		PAINTING 3			
		PAINTING RESTORATION 3			
		ART HISTORY 3			
		PHOTOGRAPHY 3			
		TOTAL HRS ACCEPTED 13			

NAME OF HIGH SCHOOL

LOCATION

GRADUATION DATE RANK

DEPT	COURSE	COURSE TITLE	GRADE	SEM HOURS	POINTS
		Missed placement tests			

GENERAL INFORMATION

1 Length of Semester 17 weeks
2 Normal Student Load 12-18 semester hours
3 Number of semester hours required for a degree
Bach. of Art ... Master ... hours
Bach. Fine Arts ... Master of Arts ... hours
Specialist ... Bachelor ... hrs

4 DEPARTMENTAL ABBREVIATIONS
PERSONNEL Pers
SEM COURSE Sem C

COLLEGE OF BUSINESS ADMINISTRATION
Accounting Acct
Actuarial Science Act S
Business Bus
Business Environment & Law Bus Env & Law
Computer Information Systems CIS
Finance Fin
General Business G Bus
Economics Econ
Management Mgt
Marketing Mktg
Quantitative Methods Quant
Retailing Ret
Statistics Stat

COLLEGE OF EDUCATION
Adult Education ADED
Curriculum and Instruction C & I
Counseling and Personnel Services CAPS
Early Childhood ECHED
Education ED
Educational Administration EDAD
Health Science HLSC
Home Economics H Ec
Physical Education PE
Reading Read
Recreation REC
Rehabilitation Rehab
Science Education SCED
Special Education SPECED

COLLEGE OF FINE ARTS
Art Art
Art Education Artéd
Music – Music
Speech Communication Comm
Theatre – Theat

COLLEGE OF PHARMACY
Pharmacy Pharm

COLLEGE OF LIBERAL ARTS
Anthropology Anth
Biology Biol
Chemistry Chem
Computer Science Com S
Earth Science E Sci
Economics Econ
English Eng
French Fren
Geography Geog
Geology Geol
German Ger
Greek Greek
Hebrew Hebr
History Hist
Humanities Humani
International Relations I Rel
Italian Ital
Latin Lat
Law Enforcement Law E
Mathematics Math
Natural Science Nat S
Philosophy Phil
Physical Science Phy S
Physics Phy
Political Science Pol S
Psychology Psych
Public Affairs Comm & Public Affairs
Quechua Quech
Religious Rel
Russian Rus
Sociology Soc
Social Science Soc S
Social Welfare S Welf
Spanish Span
Special Studies Spcls
Women Women

COLLEGE FOR CONTINUING EDUCATION
Mathematics Math

LAW SCHOOL
Law Law

*(Course carries graduate credit)

Example 6

STUDENT PERMANENT RECORD
Office of the Registrar

[redacted]

GOOD STANDING, IS CERTIFIED UNLESS OTHERWISE INDICATED. Official transcripts bear the facsimile signature & impressed University Seal

MARKING SYSTEM
Prior to June 1 1950 A 6, B 4, C 2, D 0, I (Cond) -1, I (Inc) -1 -2 A plus mark increases the value by one point
After June 1 1950 A 4, B 3, C 2, D 1, F 0, W (Authorized withdrawal), O, I (Incomplete), O
Since 1 Sept 1969 A 4, B 3, C 2, D 1, F 0, WF (unauthorized withdrawal) 0
Other Symbols Used IP (Course in Progress), I (Incomplete), W (Withdrawal with no penalty), S (Satisfactory Passing), CR (Credit Passing), U (Unsatisfactory Not Passing), NR (No Grade Reported), NC (No Credit Awarded), H (Honors), XX (Repeated Course not counted in G P A

BEST COPY AVAILABLE

No	Title	Course Credit	Grade
	SEMESTER I, 1978-79		
EM 25	STRUCT CHEM & EQUILIB	1.00	A
GL 20	INTERPRETING LIT	1.00	A
TH 25	MATH ANALYSIS I	1.00	A
PCH 21	INTRODUCTORY PSYCH	1.00	A
	INTERIM 1978-79		
IL I	PHIL IDEAS LITERATURE	1.00	A-
ANCED PLACEMENT AND CREDIT			
34	INTERMEDIATE	1.00	
	SEMESTER II, 1978-79		
M 26	CHEMICAL REACTIONS	1.00	A
H 26	MATH ANALYSIS II	1.00	A-
CI 21	INTL RELATIONS	1.00	B+
11	INTERPRETING-BIBLE	1.00	A
.COURSES	12 .G.P.A.'ST.O' (9-	34.70)	3.85
LEGE OF DUPAGE, GLEN ELLYN IL			
	SUMMER 1979 QU.		
S 100	PHYSICS 5 A		
	TOTAL COURSES ALLOWED	1.00	
.COURSES	11 .G.P.A.(ST.O.) (9-	34.10	3.85
	SEMESTER I, 1979-80		
23	BIOLOGICAL PRINCIPLES	1.00	A
M 47	ORGANIC CHEMISTRY	1.00	A
M 53	SYNTHESIS LAB	.25	P*
51	CONVERSATION & COMP	1.00	A
IC	VOICE 1-30	.25	B
35	CHRISTIAN TRADITION	1.00	A
	INTERIM, 1979-80		
III G	PLANT TAXONOMY	1.00	A
	SEMESTER II, 1979-80		
32	GENETICS	1.00	A
48	ORGANIC CHEMISTRY	1.00	A
M 54	SYNTHESIS LAB	.25	P*
IC	VOICE 1-30	.25	S*
D 02	BADMINTON	.25	S*
S 24	PHENOMENOLOGICAL I	1.00	A
T.COURSES	30.25 .G.P.A.'ST.O' (17.25-	64.45	3.91
	33		

Dept. No.	Title	Course Credit	Grade
	SEMESTER I, 1980-81		
CHEM 73	BIOCHEMISTRY LAB	.25	P
CHEM 75	BIOCHEMISTRY	1.00	A
ECON 21	PRINC OF ECONOMICS	1.00	A
FR 75	INTRO TO FR POETRY	1.00	A
PHYS 25	PHENOMENOLOGICAL II	1.00	A-
AUGSBURG COLLEGE, MINNEAPOLIS, MINNESOTA			
	INTERIM, 1980-81		
FRE 70315	LANGUAGE IN PARIS	1.00	P
INSTITUTE FOR AMERICAN UNIVERSITIES			
AVIGNON, FRANCE			
	SEMESTER II, 1980-81		
	SEM.		
FR 481	ADV GRAM & PHON 3		A-
ART 312	CLASS & BAROQUE 3		A
FR 312	19 & 20 C. LIT 3		A-
FR CU	THEME ET VERSION 3		A
GEOG CU	GEOG THIRD WORLD 3		B
	SEMESTER CREDITS 15		
	TOTAL COURSES ALLOWED	4.00	
TOT.COURSES	29.50 .G.P.A.(ST.O.) (21.25	82.15)	3.91
	SEMESTER I, 1981-82		
BIO 53	ADV GENETICS	1.00	A
CHEM 57	PHYSICAL LAB	.25	P
CHEM 71	CHEMICAL DYNAMICS	1.00	A-
CHEM 98	IR/COBALT-OXALATE RAN	1.00	A
REL 33	GOD/FAITH-AUTOBIOGRA	1.00	S

[redacted]

IN GOOD STANDING UNLESS OTHERWISE INDICATED

Date

Graduated

Degree

Rank in Class ____ in Class of ____

Major

Concentration

Dept. Distinction

Example 7

GRADUATION REQUIREMENTS

Composition (Engl. 11 or 20 plus AWC)	ok
Religion 2	
Foreign Language	ok
Physical Education 1	
Area A - Hist., Lit., Phil.	
Area B - Art, Music, Speech, Dance	
Area C - Econ., P. Sci., Psych., Soc.	ok
Area D - Bio., Chem., Phys., Math	ok
CCIC Component	--
Maximum 4 Internships	--
18 Courses above Level 100	9.75
24 Graded Courses	KDB
Interims 2	
Major	
Maximum 2 P/N of min. required	
Maximum 14 in one Dept.	
Senior Residence	
Total Courses (35 required)	
Grade Point Average	34

Example 8

[redacted]

NAME

[redacted]

SOCIAL SECURITY #

[redacted]

HOME ADDRESS WHEN ADMITTED

[redacted]

DATE OF BIRTH

[redacted]

CITY, STATE, ZIP

TRANSIENT STUDENT FROM _____

STUDY ABROAD

LONDON SEMESTER PROGRAM
at City of London Polytechnic
FALL 1982 SPRING _____

CODE	COURSE TITLE	CREDIT	GRADE
LS 308	Intro. to Art History: Impressionism	4	B
LS 509	British History: to the Industrial Revolution	4	B
LS 309	British History 1851-1951	4	B-
IS 303H	Film as a Popular Art	2	B-
IS 302H	Film as an Art Form	2	B+

CODE	COURSE TITLE	CREDIT	GRADE

CREDIT INDICATED IS RECORDED IN AMERICAN SEMESTER HOURS

NOTE: British letter grades reflect the following standards commensurate with American Degree requirements:

A — Has produced work of very high calibre, commensurate with standards for a 'First Class' Honours or an 'Upper Second Class' Honours Degree.

B — Has produced highly satisfactory work commensurate with standards for a 'Lower Second Class' Honours Degree.

C — Has produced competent work, commensurate with standards for a 'Third Class' Honours Degree.

D — Has produced work that is barely satisfactory and on a level below the average. Minimum passing grade acceptable for work to be counted toward satisfaction of Degree requirements; a 'Pass' not qualified for Honours.

F — Unsatisfactory work; Fail.

I — Incomplete. Temporary notification used only in compassionate cases and reverting to an automatic 'F' if not promptly satisfied.

WD/NC — Withdrawn; No Credit

FEB 23 1983

REGISTRAR

This transcript has been sent on written request of the student. This information is NOT to be released to any other party without the written consent of the student. It is not valid as a transcript without the authorized signature and Seal of the College.

BEST COPY AVAILABLE

35

NAME
ADDRESS

STUDENT NO. ADMITTED DEGREE
WITHDREW DATE
RE-ENTERED MAJOR(S)

COLLEGE CREDITS

Descriptive Title	Department and Course Number	First Sem. Hours	First Sem. Grade	Second Sem. Hours	Second Sem. Grade	Descriptive Title	Department and Course Number	First Sem. Hours	First Sem. Grade	Sec. Sem. Hours
Inter Shortened Semester, 1980-81										
1. Büchner, Hebbel, Hauptmann		3	A							
2. Germany, 1933-45		2	B							
3. Lyrical Poetry of Schiller and Hölderlin	Audit									
4. Art History	Audit									
5. German Culture and Civilization		4	A-							
6. Elementary French		2	B							
7. Young Goethe		3	A-							
'course was pursued at the University of Heidelberg, Germany										
*course was pursued at the Student Center of the American Junior Year at Heidelberg										
**course was pursued at the Institut Francais										
'course pursued at the Amerika Haus., Heidelberg										

Example 9

Date of Birth
Place of Birth
High School

KEY TO GRADES A--Excellent; B--Good; C--Fair; D--Poor; F--Failure; I--Incomplete; P--Passing; U--Unsatisfactory (Failing) on Pass Fail courses; W--Withdrew passing; WP--Withdrew passing; WF--Withdrew failing; NC--Failure in courses where CR is the symbol for passing grade; S--Satisfactory (Student Teaching) The + Grade is the equivalent of A B C; U = D F.

KEY TO QUALITY POINTS Each hour of A-4; B 3; C 2; D 1 Semester hours required for graduation, 120 exclusive of 4 required physical education; a cumulative quality point average of 2.00 (4 point system) must be attained by all students
Length of semesters First, 15 weeks, Second, 17 weeks Each class hour is 50 minutes

This record becomes an official transcript when signed and sealed by the registrar. Unless otherwise designated, the transcript indicates that the student is in good standing.

BEST COPY AVAILABLE

Example 10

JUNIOR YEAR AT HEIDELBERG

OFFICE OF THE DIRECTOR Founded 1958 6900 HEIDELBERG, GERMANY
Hauptstraße 133 · Tel. 06221/23874

COURSES AND CREDITS APPROVED

Name of student College or university Major

WINTER SEMESTER 19 80/81

Courses	Credit hours	Grades
* 1. Büchner, Hebbel, Hauptmann	3	A
* 2. Germany 1933-45	2	B
* 3. Lyrical Poetry of Schiller & Hölderlin	Audit	
** 4. Art History	Audit	
§ 5. German Culture & Civilization	4	A-
*** 6. Elementary French	2	B
** 7. Young Goethe	3	A-

SUMMER SEMESTER 19

Remarks :

Date Dec. 18, 1980 Signed

Resident Director

38

:IT NUMBER: BURLINGTON VT

TED FROM: RANDOLPH VT

OFFICE OF THE UNIVERSITY REGISTRAR

NUMBER	TITLE	GRADE	HRS. EARN.	QUAL. PTS.
	DEGREES AWARDED: MAY 24, 1981			
	BACHELOR OF ARTS			
	COLLEGE OF ARTS AND SCIENCES			
	MAJOR: PHILOSOPHY			
	GOVERNMENT			
	HONORS: MAGNA CUM LAUDE			
	RANK: 37/509			
	CUM QPI: 3.735			
	ENTERING PROGRAM:			
	COLLEGE OF ARTS AND SCIENCES			
	BACHELOR OF ARTS			
	UNDECLARED			
	----------FALL 1977----------			
015	POETRY - DRAMA	A	3	12.0
001	AMERICAN GOVT I (HONORS)	B+	3	10.5
007	INTRO TO CALC./APPL.	A	3	12.0
071	INTRO TO COMPUTERS/FORTRAN	A	3	12.0
001	INTRO TO PHILOSOPHY	B	3	9.0
	SECOND HONORS			
	----------SPRING 1978----------			
016	SHORT STORY - NOVEL	A	3	12.0
004	AMERICAN GOVT II (HONORS)	A	3	12.0
116	PHILOSOPHY OF CHRISTIAN VALUES	A	3	12.0
007	BASIC PHYSICS	A	3	12.0
001	THE PROBLEM OF GOD	B+	3	10.5
	FIRST HONORS			
	----------FALL 1978----------			
107	THEORY OF COMMUNISM	B+	3	10.5
234	ANALYSIS OF POLIT DATA	B+	3	10.5
372	CONTEMPORY ETHICAL THEORY	A	3	12.0
001	GENERAL PSYCHOLOGY	A	4	16.0
084	THEOLOGY AND SEXUALITY	B+	3	10.5
	SECOND HONORS			
	----------SPRING 1979----------			
109	AMER POLITICAL THEORY	B	3	9.0
392	PRESIDENTIAL POLITICS	A	3	12.0
271	DATA STRUCTURE AND APPLICATION	A	3	12.0
424	INTRODUCTION TO LOGIC	A	3	12.0
430	MEDIEVAL PHILOSOPHY	B+	3	10.5
	SECOND HONORS			
	----------SUMMER 1979----------			
369	CONTEMPORY PHILOSOPHERS	A	3	12.0
	----------FALL 1979----------			
	GU/UNIV KENT, ENGLAND			
	1979-80 (OCT 79 - JUN 80)			
	UNIVERSITY AT KENT AT CANTERBURY, ENGLAND			
	CONSTITUTIONAL AND			
	ADMINISTRATIVE LAW	11.1	62%	8
	WITTGENSTEIN	11.1		8
	HUME	11.2		8
	COMPARATIVE GOVERNMENT			

COURSE NUMBER	TITLE	GRADE	HRS. EARN.
	AND POLITICS	11.1	8
	TOTAL		32
	----------SPRING 1980----------		
	GU/UNIV KENT, ENGLAND		
	----------SUMMER 1980----------		
ECON 002	ECON PRINCIPLES MACRO	S	3
GOVT 429	AMERICAN PRESIDENCY	A	3
	PROGRAM CHANGE:		
	PHILOSOPHY		
	----------FALL 1980----------		
COSC 274	SYSTEMS PROGRAMMING	W	
ECON 001	ECON PRINCIPLES MICRO	S	3
GOVT 355	AMERICAN CONSTITUTIONAL LAW	B+	3
PHIL 205	HIST ANCIENT PHILOSOPHY	A	3
PHIL 359	HIST OF MODERN PHILOSOPHY I	B+	3
PHIL 435	TOPS IN PHILOSOPHY OF LANGUAGE	B+	3
	DEAN'S LIST		
	----------SPRING 1981----------		
GOVT 356	AMERICAN CONSTITUTIONAL LAW II	A	3
PHIL 298	SENIOR SEMINAR	B	3
		ERN	QHR	QPTS	QPI
	CURRENT	6	6	21.0	3.500
	CUMULATIVE	123	85	317.5	3.735
	******* NO ENTRIES BELOW THIS LINE ***				

Example 11

MAY 24 1981

PAGE 1 OF

3

40

*TRANSCRIPTS BEAR SIGNATURE STAMP EMBOSSED WITH UNIVERSITY SEAL. 05/22/81
*SEE FOR EXPLANATION OF GRADES, COURSE LEVEL, AND COURSE TYPE. 194

BEST COPY AVAILABLE

Example 12

SHORT-TERM STUDENTS - COURSE EVALUATION FORM

PLEASE RETURN TO R. FLAHERTY, REGISTRY

This form will be used to determine the ..... University grade which a student will receive for a course taken from you during the current academic year.

Student ..... Supervisor or Seminar Leader ..... Prof. R. J. Butler

Course Hums ..... Length of Course (in terms) Two terms
Part I or Part II

EVALUATION

1. Assessment or Rolling Assessment Grade (Please use Kent conventions) ..... B .....

2. Marks on individual papers, reports etc. (percent marks are useful here) ..... B. 2. B .....

3. Degree Class (Please estimate) ..... II. ii .....

4. Comment (e.g. written work, seminar papers, participation in class discussion etc.)

I have the impression that this student could have got a much better grade if he had worked harder. His attendance was quite satisfactory.

BEST COPY AVAILABLE

Signature Ronald J. Butler ..... Position Professor .....

Date 19. vi. 60 ..... College Eliot .....

Example 13

PLEASE RETURN TO R. FLAHERTY, REGISTRY

This form will be used to determine the ..... University grade which a student will receive for a course taken from you during the current academic year.

Student ..... Supervisor or Seminar Leader .....

Course Wittgenstein Length of Course (in terms) Dr. C. Radford.
Part I or Part II

EVALUATION

1. Assessment or Rolling Assessment Grade (Please use Kent conventions) ..... B (very silent initially in class).

2. Marks on individual papers, reports etc. (percent marks are useful here) ..... B+, B++, B+

3. Degree Class (Please estimate) ..... 2(i) - just!

4. Comment (e.g. written work, seminar papers, participation in class discussion etc.)

Mr. : had a timetable clash & could only attend half of each class (I saw him individually on some occasions.) He was initially silent & then somewhat uncertain, trying to find his feet in a small, high-powered seminar. His essays when they arrived had obviously been prepared under great pressure of time. But what they showed is that is a bright, sharp man with an interesting mind & eye for what is philosophically important. Given more time & work, I think he could be a very good philosophy student.

Signature ..... Position Reader

Date 11 June College Keynes

42

Example 14

SHORT-TERM STUDENTS - COURSE EVALUATION FORM

PLEASE RETURN TO R. FLAHERTY, REGISTRY

This form will be used to determine the .. .. University grade which a student will receive for a course taken from you during the current academic year.

Student .... Supervisor or Seminar Leader .PROFESSOR PAILEY.....

Course ..... CONSTITUTIONAL & ADMIN. LAW ... Length of Course (in terms) .....
Part I or Part II

EVALUATION

1. Assessment or Rolling Assessment Grade (Please use Kent conventions) .....

2. Marks on individual papers, reports etc. (percent marks are useful here) ..... 62% BRITISH GRADE.

3. Degree Class (Please estimate) ..... 2 I-

4. Comment (e.g. written work, seminar papers, participation in class discussion etc.)

VERY ENTHUSIASTIC STUDENT
HELPFUL CONTRIBUTIONS AT
SEMINARS

Signature ..... Position R.S.J. LAW

Date ..... 27/5/80 43 ..... Dame

Example 15

University of Durham

Institute of European Studies

TRANSCRIPT OF RECORD

Academic year 1981-82

This is to certify that

born on at

was registered in the University of Durham and has taken the courses indicated below with the following results:

Department	Course	Duration	Grade
Politics	International Politics	1 year	A
Oriental Studies	Islamic Civilisation	1 year	B+
Russian	Russian Studies of the 20th century	1 year	B+

INSTITUTE OF EUROPEAN STUDIES
UNIVERSITY OF DURHAM
DURHAM, ENGLAND

Registrar and Secretary
of the University of Durham

INSTITUTE OF EUROPEAN STUDIES

Director of the
Institute of European Studies

No responsibility is accepted for any transcript which is not sent directly from the Institute. For the purpose of certification, no reproduction copy of the original record is valid without the imprint of the seal of the Institute and actual signature.

Example 16

For students at Durham 1978-79 and later.

UNIVERSITY OF DURHAM

INSTITUTE OF EUROPEAN STUDIES

INFORMATION CONCERNING THE TRANSCRIPT OF RECORD

(1) Degree courses at Durham

The first degree course in the University of Durham normally lasts three years, each of three terms. The courses of study for this degree last the full academic year. A system of semester courses does not exist at Durham.

Examinations are normally written, and held at the end of the academic year. The papers are set and marked by the Departments under the direction of the Examinations Department of the University. In each Department, a Board of Examiners, including an External Examiner appointed by Senate from another University in Britain, has the final decision on the performance of a candidate.

(2) The programme of the Institute of European Studies at the University of Durham

Students on the programme of the Institute of European Studies at Durham join the University and have the same privileges and obligations as other Durham students. They have the status of "occasional students", that is, they take the same courses of study as other students but do not graduate in the University. The University Senate resolved that students from the Institute should take three courses each lasting three terms, and these together should constitute the normal work-load for a full academic year.

(3) Transfer of Credits

The full-year programme of the Institute of the University of Durham is assessed as equivalent to a full academic year at the particular institution in the United States. For example, if the latter normally counts for thirty credits, the quantity of study at Durham should represent an equivalent number of credits, and in this case, the notation "Full Year" of three terms should count as thirty credits and each course as ten credits.

(4) Transfer of grades

The grades in the Academic Record conform to equivalent classifications used in the University of Durham. The students on the programme of the Institute are examined in accordance with the regulations laid down by the Senate of the University, and the grades are recorded on the Transcript of Record in the following notation:

A	=	Very good
B+	=	Good
B	=	Good
C	=	Fair
D	=	Borderline and Pass
F	=	Fail
WF	=	Withdrawn Failing
Audit	=	Requirements of the course fulfilled, but not examined

Example 17

(5) Equivalent systems of grades in the University of Durham and on the Transcript of Record. These are as follows:

Notations used in marking examinations in the University of Durham		Notations used in Transcript of Record by the Institute of European Studies, Durham	
Class marks	Percentage of degrees awarded in this range, shown by main subject groups	Grades in Roman Letters	Equivalent range of marks in percentages
Class I	Arts 4% Science 9% Social Science 5%	A	70% and above
Class II, Division 1	Arts 37% Science 31% Social Science 40%	A	65 - 69%
		B+	60 - 64%
Class II, Division 2	Arts 51% Science 39% Social Science 49%	B	50 - 59%
Class III	Arts 7% Science 18% Social Science 6%	C	40 - 49%
Borderline	———	D	39%
Fail	———	F	38% and below

(6) Supplementary grades

Grade for student who registered for but did not take the examination	Withdrawn failing
Grade for student who completed all the requirements of the course but did not take the examination	

Example 18

Institut d'Etudes Européennes

77, rue Daguerre
75014 Paris, France

The Institute of European Studies
Durham, England
Freiburg-im-Breisgau, West Germany
London, England
Madrid, Spain
Nantes, France
Paris, France
Vienna, Austria

Administrative Offices:
700 North Rush Street
Chicago, Illinois 60611

Transcript of Record

(NAME)

Record of (HOME SCHOOL) | sex

Admitted from

Home address

City | state | zip code

Date of admission

Date of birth | month | day | year

Social Security number

Department		Descriptive Title	Credit	Grade
		1st semester Oct.1981 - Jan.1982		
A	303	History of French Art: 18th & 19th centuries	3	B+
F	323	Advanced Grammar and Composition III	3	B
L	339	Contemporary French Novel I	3	B+
Outside course		PARIS IV		
		- Italien		(audit)
		2nd semester Jan.- May 1982		
A	304	History of Modern Art	3	A-
F	324	Advanced Grammar and Composition IV	3	C+
F	325	Phonetics	3	B
L	336	The Individual and Society II	3	B
L	340	Contemporary French Novel II	3	B+
Po	382	International relations in Western Europe	3	B+
Outside course		PARIS I (annual course)		
		- Initiation à l'art contemporain	4	B

Comments

This record is an official transcript only if validated by signature and seal of the Institute.

This transcript is subject to the Family Education Rights and Privacy Act of 1974 and is provided to you on the condition that you will not permit any other party to have access to this information without the written consent of the individual student.

The student is in good standing unless otherwise noted.

Julia Hall

47

The Institute of
European Studies

Example 19

ACADÉMIE DE GRENOBLE

LYCÉE
«ANNA DE NOAILLES»
74500 EVIAN LES BAINS
TEL. 75.01.88

Evian, le _____

GRADING SCALE

Foreign students at the Lycée participating in the A.I.F.S. programme cannot possibly be graded according to the same criteria as are our French students, who must follow a precise curriculum and who will take the Baccalauréat exam at the end of 13 years of studies in the French educational system. We do insist, however, that A.I.F.S. students attend all the classes they have selected, do all assigned work, and participate as much as possible in classes and Lycée activities. Whereas they are not in competition with the French students, we expect them to work conscientiously and, through steady individual effort and initiative, attain maximum standards in written and oral comprehension and expression.

A group of 12 to 15 carefully selected students are allowed to enroll in the A.I.F.S. programme at the Lycée each year. Most of these students are American, and have graduated from private/college-preparatory schools(e.g. Andover, Milton, Taft, Concord, Bancroft, St. Alban's); many have had travel/study (generally summer) experience abroad. It is, nevertheless, often difficult for them to accept a "C" in a course at the Lycée for which they have been accustomed to receive a "B" or an "A" (certainly justified) in their home school. For this reason, we have attached the following grading scale, to aid the students' parents and college admissions officers:

A = Student shows exceptional effort and progress in written work; acute awareness and application of structures; shows initiative and nuance in style; outstanding effort in spoken French.
B = Student shows much care in written work; makes considerable effort in spoken French; shows strong grasp of concepts.
C = Student attends all classes, does all assigned work on time, shows reasonable interest and participation.
D = Student (1) does less than expected; or (2) works below capacity; or (3) does not participate sufficently.
E = Student's work reflects little or no effort.
I = Incomplete: not all assigned work was handed in on time to be graded for end of trimester; student is allowed (with teacher's permission) 2 weeks in which to hand in missing work.

Example 20

LYCÉE ANNA DE NOAILLES

Evian, France

TRANSCRIPT

Academic Record of ... from 5 Janvier 1981 to 4 AVRIL 1981

Home School/University .....

COURSE TITLE	TEACHER	CLASS HOURS	CREDIT HOURS	GRADE
		par semaine		
Français T.D.	Mlle HELLIER	2		A
Français 2A	Mlle HELLIER	6		A
Histoire/géographie 2C	M. DUFOUR	2/3		A
Philosophie	M. BOTTARO	3		A
Conversation/civilisation	Mme VICARI	5		A-

Caroline's consistently high marks for this term reflect her exceptional intelligence, interest, and drive.

ANNEXE PEDAGOGIQUE A. DE NOAILLES - EVIAN - LYCEE J.-J. ROUSSEAU - THONON - La Province (SEAL)

Course Director: Mme D.L. VICARI

Date: le 15 Avril 1981

Verified by AIFS Dean: Dvicari

Date: le 15. 4. 1981

Example 21

UNIVERSITY OF BATH
Bath, England

Junior Year Programme
University of Bath
Centre for Adult Studies
Claverton Down
Bath BA2 7AY
England

Academic Record of [redacted]

Enrolled [redacted]

Home Address [redacted]

[redacted]

Home College/University [redacted]

I. D. No. [redacted]

Permanent Records/Transcript

1979 - 80
Academic Session

AUTUMN SEMESTER 1.x.79 - 6.ii.80

Course Code	Course Title	Instructor	Recommended Semester Hours Credit	Final Grade
ECO 101	Theories of Economy and Society	Kamat	3	A-
ECO 225	British Politics in the Twentieth Century	Eatwell	3	B+
SOC 210	Deviance, Crime and Social Control	Morgan	3	B
ENG 107	D H Lawrence & the Twentieth Century Novel	Hainwright	3	A-
EDU 300	Education Special Study	Hope	3	B+
ECOL 101	Ecology and Conservation	Taylor	3	A-

DATE

(SEAL)

THE UNIVERSITY OF BATH OFFICE OF THE REGISTRAR

Director C.A.S.: K. Humphrys

Registrar: [signature]

SPRING SEMESTER 11.ii.80 - 27.vi.80

Course Code	Course Title	Instructor	Recommended Semester Hours Credit	Final Grade
ECO 225	Political Propaganda in the 20th Century	EATWELL	3	A-
SOC 211	Deviance, Crime and Social Control	MORGAN	3	B
ART 105	Painting	EAVES	3	B
DRA 112	Twentieth Century Drama	FARRAR	3	A-
ENG 108	The Victorian Novelists	THOMAS	3	A-

BEST COPY AVAILABLE

DATE

THE UNIVERSITY OF BATH

50

Director C.A.S.: K. Humphrys

Example 22

University of Bath

To: Junior Year Students

From: K. Humphreys
Director of Studies

Claverton Down
Bath BA2 7AY

Telephone Bath 6941
(STD code 0225)
Telex 449097

Centre for Adult Studies

Director
K Humphreys

SEMESTER GRADE CONVERSION INFORMATION

Final grades for certain courses are converted before they are posted to transcripts. In the past, confusion breeding misunderstanding has arisen over the terms of reference determining what is converted, and how.

The position is as follows:-

C.A.S. Courses (all Arc, English, Drama and Ecology courses)
Bath Academy of Art Courses

Lecturers taking these courses grade according to the American conventions so no grades are converted and are posted to transcripts without any alteration whatsoever.

Schools of Humanities and Social Sciences, Management and Mathematics Courses

Lecturers in the Schools above award grades A+ to F or percentage marks for their courses and apply the same standards for all students, British or American. These standards are set in terms of Honours Degree classes as shown in the table below. This results in A's being given more sparingly and D's more frequently than is the American practice. The Boards of Studies of the Schools have agreed therefore to grades in their courses being raised when entered on transcripts. The conversion is set out below:-

American Grade on Transcript	Percentile Equivalent	British Grade awarded by lecturer	Degree Class
A+	90 - 100	A+	
A	80 - 89	A	First (1)
A-	70 - 79	A-	
A-	67 - 69	B+	Upper
B+	63 - 66	B	Second
B	60 - 62	B-	(11_1)
B-	57 - 59	C+	Lower
C+	53 - 56	C	Second
C	50 - 52	C-	(11_2)
C-	47 - 49	D+	
C-	43 - 46	D	Third III
D	40 - 42	D-	
F	30 - 39	E+	
F	20 - 29	E	Fail
F	0 - 19	E-	

Example 23

UNIVERSITY OF ABERDEEN

Graham R. Trengove, M.A., Dip.E.S.L.
Adviser to Overseas Students
Faculty of Arts and Social Sciences

DEPARTMENT OF ENGLISH
OLD BREWERY F15
OLD ABERDEEN
AB9 2UB

Tel. No. 40241 Ext. 6564
S.T.D. Code 0224

To whom it may concern

This is to certify that was enrolled as a non-graduating student at the University of Aberdeen for the academic year 1980-81, that is, from 7 October 1980 to 26 June 1981.

During this period she took three courses, European History 1B, Social Anthropology 1B, and Scottish History 2, which, like most courses in this university, are followed throughout the session. This is a load equivalent to that of a Scottish student of comparable standing. In all these courses she satisfactorily completed all the work required of her, and, accordingly, we suggest that her home university might appropriately award her a full year's credit.

In Social Anthropology 1 she was placed 6th in a class of 43 students and awarded a 2nd class merit certificate, a performance best registered by the grade of A. In History 1B (European History since 1648) she was placed in the second highest 20% of a class of 97, suggesting a grade of B. In Scottish History 2 she was 3rd in a class of 15; suggesting a grade of A-.

Her tutors found a pleasant and co-operative member of her classes, one with considerable ability which she did not always choose to exploit to the full.

She has made good use of her year here.

Graham Trengove

52

CHAPTER IV

On-Campus Procedures for Granting Credit

Joan Solaun and Robbins Winslow

In this chapter, procedures are discussed which might be instituted on-campus to ensure efficient and appropriate granting of credit for study abroad experiences. As examples, procedures established at a large public institution, the University of Illinois, and at a small private college, Trinity College, Hartford, have been chosen. These institutions were selected not only for their diversity, but also because they presented models for procedures which could profitably be emulated by others.

The process of gaining credit for study abroad in the ideal case is not simply a matter of the presentation of documents to a credentials evaluator at the conclusion of a study abroad program, but entails a closely interrelated system of pre-program advisement. In both cases, a considerable degree of control is exercised by the study abroad adviser and other colleagues in the selection of a program and in advance coordination with the office responsible for assessing transcripts and granting credit.

Such coordination is obviously more easily established on a small campus, as is evident in the systems established at Trinity. One problem (even on a small campus) facing those seeking to set up effective systems is the fact that the adviser and the evaluator are rarely the same person or even located in the same office on campus.

At a large institution, students frequently embark on programs without adequate advising, and the first time the institution is aware that the students have studied abroad is when they show up in the credit evaluator's office seeking credit for their experiences. We are well aware that the complexity of a large institution makes the establishment of effective procedures difficult. The system represented by the University of Illinois may provide some useful examples of how control may be effected.

The University of Illinois Model

Two basic models are used by the University of Illinois for enrolling and awarding credit to students who study abroad as part of their Illinois undergraduate degree program. The first, used for participants in group programs sponsored by academic departments at Illinois, treats coursework completed in these programs as credit earned "in residence," and, in most cases, courses are reported in terms of on-campus equivalencies. The second model is the one used for participants in the Illinois individual study abroad program (299). It is the procedural steps involved in this model which permit students to study abroad under a wide variety of options, which will be discussed in this chapter.

The 299 Option: The individual study abroad course (299) was established in 1972 as an on-campus registration device for students away from campus in overseas study programs. The catalog description for LAS 299 reads as follows:

> (LAS 299) Provides credit toward the undergraduate degree for study at accredited foreign institutions or approved overseas programs. Final determination of credit is made on the student's completion of work. Prerequisite: One year of residence at UIUC, good academic standing, and prior approval of the major department and the College of Liberal Arts and Sciences. 0 to 15 hours (summer session, 0 to 8 hours). May be repeated to a maximum of 30 semester hours per academic year or to a total of 36 semester hours, all of which must be earned within one calendar year.

While enrolled in 299, Illinois undergraduates are charged the lowest, or "0" hours, tuition fee. This enables them to maintain continuing student status and thus maintain eligibility for federal financial aid, health insurance, and advance enrollment for the following semester while away from campus. It eliminates their paying full tuition at two institutions during this period. The 299 program requires that students be enrolled in overseas academic programs and that a transcript be received upon successful completion of academic work. It cannot be utilized for nontraditional forms of foreign experience, i.e., independent study, or nonacademic-based internships. Students wishing credit for these options must enroll in the appropriate Illinois course designated for independent study and pay the regular fees, working by prior arrangement through Illinois faculty members while in absentia and presenting papers upon their return.[1]

The 299 option is coordinated by the Study Abroad Office, the campus-wide resource center that provides program information, advising services on program selection, predeparture orientation programs, support while overseas, credit recommendation upon receipt of transcripts, and reentry programs for Illinois undergraduates from all colleges. Its primary role, however, is to maintain

[1] In the past year, UIUC reciprocal exchange programs and the four departmentally sponsored group programs in the College of LAS received authorization from the Board of Trustees to register participants for full time (twelve hours per semester) status, while only charging them for the "0" hour tuition fee. The full time tuition fees are used toward the program instructional fees themselves in any case, and full time registration makes students eligible for more state-based financial aid.

control over academic quality of the study abroad options selected by Illinois students. Thus, an academic advisory committee, consisting of faculty from each college on campus, evaluates these programs periodically. In making final credit recommendations for posting on the students' Illinois transcripts, the committee serves a liaison function between academic departments, college offices, and key administrative units — the most crucial of these being the Office of Admissions and Records.

Selecting a Program: The Illinois undergraduate arriving at the Study Abroad Office is able to match academic and personal interests with over 200 approved programs on the office PLATO and IBM PCXT. The student makes an appointment with an adviser in the office to narrow the available options to a manageable number for direct contact (usually five). It is the student's responsibility to utilize peer advising questionnaires completed by former participants, as well as to make personal or telephone contact with them, and to seek faculty advice in the selection process. Final program selection and application are the responsibility of the student, although with UIUC exchange programs that require interviews, faculty and Study Abroad Office staff are directly responsible for matching students with institutions.

Predeparture Course Approval Procedure: Course descriptions are an essential component of the program selection by students and of faculty predeparture credit approval. Illinois utilizes a 299 course approval form by which courses are approved by 299 advisers in each academic discipline, indicating total credit hours to be assigned to each course or total courses in that field. The form is also signed by college deans and by the Study Abroad Office. For a student planning a year at a British university, for example, where a full load can be from three to ten courses during the academic year, the total is translated at Illinois into the equivalent of 30 semester hours, or the typical Illinois full load of 15 hours per semester.

To prevent anxieties, students are encouraged to have more courses approved than they plan to take because, as with universities everywhere, some courses may be unavailable at actual registration time. In the case of European university systems which do not have course descriptions as we know them, and in which students are apparently placed by tutors after face-to-face discussions, predeparture course approval forms can only contain very general, blanket statements such as "upper level course work in Political Sociology not to duplicate any course previously taken at the U of I." Specificity is particularly elusive in the case of language courses at the intermediate and lower advanced levels in France and Israel, for example, and students are urged to have proper documentation sent back to the Study Abroad Office to indicate how course placement was determined in order to avoid duplication of credit.

As the predeparture approval form indicates (see Example 24 in the examples provided at the end of the chapter), this student has obtained approval for an economics course at the University of Sussex from the 299 adviser in the Department of Economics, from the major adviser (the same person in this case), from the college dean, and from the director of study abroad. As a full load for the academic year at Sussex University in Britain is six courses, each will be worth five hours of credit at Illinois.

The Registration Process: The 299 course is listed for each participating college in the university timetable, each semester, as below:

> LAS 299 Prerequisite: One year of residency at UIUC, good academic standing, and prior approval of the major department and the College of Liberal Arts and Sciences. Final determination of appropriate credit will be made upon the student's completion of the work. The course may be repeated to a maximum of 30 semester hours per academic year or to a total of 36 semester hours, all of which must be earned within one calendar year. 0 to 15 hours.

The program request form for advance enrollment for a Liberal Arts and Sciences student planning to spend a year on an exchange program at a British university, for example, would then be completed as shown in Example 25.

While the student is overseas, the 299 course will be listed on the end of the semester grade report as "0" hours credit with a "DF" (deferred) grade, as the mid-year transcript shows.

Upon return, the student contacts the Study Abroad Office to go over the transcript received from the British university. As the predeparture course approval form indicates, this student has already been given approval for five semester hours of credit for each course. [Actual Illinois departmental course content equivalents must be negotiated with the academic adviser and/or college dean. (Obviously, no course at Institution X is "the same as" any course at Institution Y, but as with any transfer credit, one course can be accepted in lieu of another to fill degree requirements.)]

The Credit Recommendation Process: With the foreign institutional transcript in hand, the director of the Study Abroad Office then completes a credit recommendation form based on the transcript as shown in Examples 26 and 27. This form, with the accompanying overseas transcript attached, moves from the Study Abroad Office to the Offices of the College Dean and International Admissions for their approval and, finally, to the Recorder's Office for posting. The final entry indicates the college 299 course, the institution, the academic period covered, the course credits, and the grade. The grades themselves are not averaged into the college grade point average, but form part of the final University average as with any grades transferred from another institution.

This is an all-or-nothing proposition. Students may not take only their high grades and eliminate the others. The difference between domestic and foreign study abroad transfer grades lies in the fact that the grades are

posted with the courses on the Illinois transcript for informational purposes, a definite advantage to the student. It must be noted here that students have the option of taking their study abroad work for credit only, with no grades posted. This option must be chosen prior to departure and serves to minimize the risk factor in overseas study for students in highly competitive curricula. This decision is subject to appeal under certain circumstances; students enrolled in academic systems which base the entire grade on the final examination with little or no prior feedback, for example, can justify changing to the "credit only" option upon receipt of their final grades. In this case, "CR" appears on the Illinois transcript in place of a grade.

There is no transfer average at the end of the study abroad listing. A failed course, for which no credit can be given, would not be posted in this case. It is at this point that the "0" semester hours credit and the "DF" grade are removed from the student's Illinois transcript. They are replaced by the course titles, credit hours, and grades or CR notation as they appear on the credit recommendation form (Examples 27 and 28).

Credit from Another U.S. University or College Study Abroad Program: Under the Illinois 299 system, students who elect to spend a year, semester, or a summer in an overseas program sponsored by another U.S. institution have more flexibility in reporting coursework in terms of original course title, thus avoiding the need to report the often ambiguous on-campus course titles that many institutions must use to describe a foreign study course under their sponsorship.

The Trinity College Model

At Trinity College, the Office of Foreign Study Advising administers all foreign study resulting in transfer academic credit. The coordinator of the office advises students considering foreign study and evaluates and approves their credits. Approximately 100 to 125 students per academic year (from an undergraduate student body of about 1,700) study abroad through the Office of Foreign Study Advising. Others study abroad through the college's own study programs in Italy and Spain, but these programs are administered separately.

Since the coordinator of the office has a number of other responsibilities, he is able to devote only 20 percent of his time to foreign study advising. He is assisted by a secretary and a senior-level, work-study student who has participated in a foreign study experience during the previous year. Due to the limited staffing, the office relies heavily on handout materials and well-designed routine procedures.

Students expressing serious interest in foreign study are given a color-coded packet of information and are directed to the foreign study materials in the office. They are expected to do a considerable amount of research regarding foreign study opportunities before approaching the coordinator for further information. The foreign study packet begins with a short essay entitled "Considering Foreign Study" that provides them with basic information as to how to proceed with their research (Example 29.) It saves a great deal of the coordinator's limited time.

The coordinator holds one 40-minute general information meeting per week (a different day and hour each week), and students considering foreign study are required to attend at least one of these sessions. Some of the topics referred to in "Considering Foreign Study" are elaborated on, the remainder of the foreign study packet is discussed, and the entire process of engaging in foreign study through Trinity College is outlined during these meetings.

To accommodate the individualized attention which students need, the coordinator is available for discussions for four hours per week. Appointments are not made because students want and need very different amounts of time. They are encouraged to visit the office as often as they like during these posted hours at any point in their investigation or application process. The student assistant is also available to help them. Students are also urged to discuss their plans and desires with various faculty members (including their advisers), career counselors, chairpersons of their major departments, and students who have returned from foreign study experiences.

The coordinator uses the "Information Form . . ." (Example 30) to gain a quick impression of the student's hopes for foreign study and of his/her strengths and background. He uses the lower portion of the form to make notes during meetings with the student. The forms are also used to compile mailing lists of those who are considering foreign study. Mailings which are subsequently sent to these students include invitations to meet with students who have returned from foreign study, announcements of open meetings with representatives of foreign study programs or foreign universities who are visiting Trinity, reminders of deadlines, and so forth.

Students who have officially declared their intentions of studying abroad are sent additional materials regarding transfer credit, what to do about housing and registration upon their return, how to handle mail which might come to Trinity during their absence, how to obtain an International Student Identity Card, and a number of other procedures. They are asked to pay an administrative fee of $25 for the academic year or $15 for one term if they would like to have various materials sent to them via air mail while they are abroad. They are also invited to an orientation program coordinated by student assistants.

Trinity College students usually may use their college-controlled financial aid for foreign study. They must make specific application for the use of such aid. Permission for this is contingent upon proof that the student's foreign coursework is "integral to his or her major and not exactly the same as is offered at Trinity." The coordinator has been directed to be liberal in interpreting the policy which governs the use of students' college-controlled financial aid abroad, so he seldom finds the need to deny a request (Example 31).

Students returning from foreign study, either during the summer or in January, are sent a letter welcoming them back and asking them to complete a six-page, fairly

detailed evaluation of their study abroad experiences. The return on this request is about 50 percent. These evaluations are made available to students who are considering foreign study.

Another form included in the foreign study packet outlines the process for arranging for transfer credit for foreign study (Example 32). Students preparing to go abroad are urged to specify the courses they plan to take so that the staff of the Office of Foreign Study Advising can help them prearrange for transfer credit. Obviously, students cannot always do this in advance, and, consequently, must amend their course programs while abroad. Instructions are given regarding the formal initiation of a request for transfer credit approval or the amendment of such a request while the student is abroad. (Example 33).

After a student has completed his or her foreign study, documentation of the work is generally sent to Trinity College. In most cases, Trinity receives an official transcript from an accredited American institution or from a recognized foreign university. In a few cases, where Trinity has carried out extensive prior inquiry and granted students prior approval, the College accepts transcripts from privately-sponsored programs. These, however, are the exceptions rather than the rule. The Trinity College faculty regulation for students participating in a study abroad program which is not sponsored by an American institution is as follows:

> Any student desiring credit for work completed through enrollment in a native program (i.e., one not run or sponsored by an American institution) at an overseas institution must receive, in writing, from the Coordinator of Foreign Study Advising, with the concurrence of the chairman of the department(s) involved, *prior* approval for the amount of credit to be awarded, and what, exactly, will constitute satisfactory performance in the native program.

In other words, a student enrolled directly in a foreign university (usually a British institution) must devise his or her own contract. Trinity expects to receive a statement from the foreign institution's registrar concerning the student's official enrollment, results in examinations, tutors' and class teachers' reports, and other materials that may be necessary to validate both the amount and the quality of the work completed. Obviously, a student going to an institution with which Trinity has not had previous dealings must obtain a considerable amount of information if that institution is to be approved for transfer credit.

Summary of On-Campus Procedures for Granting Credit

It will be noted that at the University of Illinois as well as at Trinity College there are specific procedures which must be followed by students who plan to study abroad and earn credit toward their degree programs. Each institution has developed forms and procedures which work well for that particular institution. Many institutions have no such procedures.

Both of the "model" institutions, having relatively few of their own self-administered study abroad pro grams, have obviously opted for the financial advantages and flexibility of utilizing the vast numbers of already existing study abroad programs operated by other accredited institutions and via direct enrollment of their students in foreign universities. They are in essence using the existing network of foreign study opportunities to make foreign study a viable option for their students and an economically viable one for their central administration. Each has developed procedures which mesh well with the already-established on-campus mechanisms of their institutions, e.g., registration, financial aid, and academic advising procedures. Both have arrangements for preapproval of the foreign coursework as well as control over which programs are considered acceptable for credit purposes for their students. The larger institution has chosen to exercise its control in the form of on-campus registration of its students who are studying abroad. The smaller institution has chosen to handle the foreign coursework as pre-approved transfer credit. There are obvious merits in both types of procedures. One can see that there could be numerous variations on these patterns, as indeed the editors of this volume have seen and could document if space would permit.

The important thing to be conveyed, however, is not the multiplicity of types of procedures utilized by American colleges and universities, but the fact that foreign study can be an integral part of any U.S. college or university whether or not it can afford to fund its own study abroad programs. The key to success is coordination and control. A haphazard approach will result in mediocre study abroad experiences and the consequential dilution of students' (and institutions') degree programs. A well-planned, custom-designed program of foreign study coordination incorporating all aspects of the curriculum, the staff, the various administrative offices, and a consideration of students' objectives can result in an excellent foreign study program for any institution regardless of size, economic base, or educational outlook.

Example 24

299 STUDY ABROAD
COURSE APPROVAL

It is the responsibility of the student to discuss the course or courses to be approved with the department 299 representative, academic advisor, and college dean (LAS Admissions & Records Officer). Appointments are recommended.

STUDENT'S NAME _____

STUDY ABROAD PROGRAM Academic Year in Britain

COURSE(S) APPROVED Econ of INTEGRATION
Sussex University
Brighton, England

If exact titles are unknown, general areas may be substituted at the discretion of the department advisor. For example, an English advisor might approve up to six hours for the course in 18th, 19th, or 20th century English literature.

3-5 hour course at Sussex

Approximate amount of credit approved (contingent upon receipt of transcript) 5 hours.

299 Course Advisor H.F. Williamson, Jr.

****

Upon the student's return to campus, the above course will be considered for:

- ☐ (A) core (major) credit in the field of concentration
- ☐ (B) cognate (minor) credit in the field of concentration
- ☐ (C) elective credit
- ☐ (D) other

ACADEMIC ADVISOR--FIELD OF CONCENTRATION H.F. Williamson Jr.

****

The student has been advised about residence, advanced hours, honors, and other college requirements. Final determination of credit will be made upon completion of the course.

DEAN OF THE COLLEGE Roger K. Applebee

****

As Director of the Study Abroad Office, I recommend this student for LAS 299.

Sept 14, 1981
(date)

Joan D. Solaun

PRINT NAME

COLLEGE/CURRICULUM/MAJOR: LAS/ECON

PROFESSIONAL ☐
UNDERGRADUATE ☒

DO YOU EXPECT TO RECEIVE A DEGREE AT THE END OF THIS TERM?
○ YES ● NO
WHICH DEGREE

at URBANA-CHAMPAIGN

PROGRAM REQUEST FORM

COLLEGE USE ONLY

STUDENT'S SIGNATURE — DATE — home address — LOCAL ADDRESS — CITY — PHONE

ADVISOR'S SIGNATURE — DATE — home address — HOME ADDRESS — CITY — PHONE

COMPLETE FORM USING NO. 2 PENCIL - SEE INSTRUCTIONS ON REVERSE

SOCIAL SECURITY NUMBER

TERM FOR WHICH YOU ARE ADVANCE ENROLLING OR REGISTERING:

● FALL
○ SPRING 1981
○ SUMMER

TOTAL CREDIT YOU ARE REQUESTING:

0 HOURS

UNITS

PAGE 1 OF 1

○ VOID	APPROVAL	SUBJECT	INSTRUCTION TYPE	SECTION	CRSE NO	CALL NUMBER	CREDIT
		LAS			299		

HOURS / UNITS

Example 25

00 50

50

Example 26

Brighton BN1 9QN
Telephone 0273 606755

Record of Courses

Academic Year 19 81 -19 82

JUL 16 1982

Name of Student:

College or University: UNIVERSITY OF ILLINOIS

This is to certify that the student named above has completed the courses listed below. Unless stated otherwise, the student has taken the equivalent of a full load for the period of attendance at Sussex. Students at Sussex University are usually awarded a degree after three years of study.

Grades are awarded on the basis of performance in seminar and tutorial classes, the quality of essays and other assignments, and/or formal examinations.

Course	Proportion of One Year's Load	Grade
European Economy	0.17	A-
English Special Period 1740-1830	0.17	B+
English Special Period 1740-1830 2	0.17	A-
Growth Trade & Structural Change	0.17	A-
Economics of Integration	0.17	B
Shakespeare	0.17	B+

Special circumstances:

Overseas Relations Office
Arts Building
The University of Sussex
Brighton BN1 9QN

Official Stamp England certifies this is

BEST COPY AVAILABLE

60

Example 27

University of Illinois at Urbana-Champaign

Office of International Programs and Studies
/ ABROAD OFFICE

[redacted]

Date 9/7/92

STUDY ABROAD CREDIT RECOMMENDATION FORM

Student's Name _____

U.S. Social Security Number 346-62-6617

Study Abroad Program LAS 299

Institution Attended University of Sussex, Brighton, England

Semester(s) & Session(s) Academic Year 1991-92

University of Illinois College LAS

[X] Continuing Graduation Date _____

[ ] Degree Candidate

Courses	Credit to Add: Credit	Grade
European Economy	5	A
British Literature from 1740-1830	5	B
Poets of the Romantic Period	5	A
Economic Growth Trade and Structural Change Models	5	A
Economics of Integration (EEC)	5	B
Shakespeare	5	B

Total Credit 30

C.P.A. (*) _____

Director, Study Abroad Program [signature]

College Dean [signature]

Foreign Admissions _____

61

BEST COPY AVAILABLE

Example 28

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Urbana, Illinois 61801

STUDENT NAME

[redacted], Jane Faith

STUDENT NUMBER	DATE OF BIRTH
[redacted]	MAY 15, 1961

HIGH SCHOOL: LAKE PARK WEST H S
ROSELLE IL 60172 6/78

OFFICIAL TRANSCRIPT: ISSUED TO STUDENT 8/30/83

CRSE	NUMB	CRSE DESCRIPTION	CREDIT	GRD	NTE
LIBERAL ARTS AND SCIENCES					
		TEACHING OF ENGLISH			
		CREDIT TRANSFERRED FROM:			
		UNIV OF ILL CHICAGO CIRCLE			
		FALL 1979			
		PRIN ECON I	2.67	**	
		MASTR AMER LIT	2.67	**	
		WEST EUROPE HIST	2.67	**	
		TR HRS EARNED= 8.00 GPA=8.00			
SPRING SEMESTER 1980					
ENGL	101	INTROD TO POETRY	3.00	A	
FR	101	ELEMEN COURSE I	4.00	B	
HIST	152	HIST-U S 1877-PRES	4.00	B	
P E	101	BALLROOM DANCE I	1.00	A	
MMET	106	PRINCIPLES OF COMP	4.00	A	
DEAN'S LIST					
		CREDIT TRANSFERRED FROM:			
		COLLEGE OF DUPAGE			
		SS 1980			
		FINITE MATH	3.33	**	
		TR HRS EARNED= 3.33 GPA=6.00			
FALL SEMESTER 1980					
ENGL	110	INTRO TO SHAKESPEARE	3.00	B	
FR	102	ELEMEN COURSE II	4.00	B	
H ED	206	HUMAN SEXUALITY	2.00	CR	
PSYCH	103	INTRO TO EXPTL PSYCH	4.00	A	
SPCOM	113	GP DISCSSNS/ LEADERS	3.00	A	
DEAN'S LIST					
LIBERAL ARTS AND SCIENCES					
		SCIENCES AND LETTERS-ENGLISH			
SPRING SEMESTER 1981					
ECON	199	UNDERGRAD OPEN SEM	2.00	S	
ENGL	215	PRACTICAL CRITICISM	3.00	S	
FR	103	MODERN FRENCH	4.00	S	
MATH	134	CALC FOR SOC SCI I	4.00	S	
SUMMER SESSION 1981					
FR	104	MOD FR LIT & CIVIL	(4.00)	W	
CAMPUS WITHDRAWAL 7/24/81					
FALL SEMESTER 1981 & SPRING SEMESTER 1982					
LIBERAL ARTS AND SCIENCES STUDY ABROAD					
UNIV OF SUSSEX, BRIGHTON, ENGLAND					
		EUROPEAN ECONOMY	5.00	A	
		BRIT LIT-1740-1830	5.00	B	
		POETS ROMANTIC PER	5.00	A	
		ECON TRDESTRUCT MOD	5.00	A	
		ECON OF INTEGRATION	5.00	B	
		SHAKESPEARE	5.00	B	

--- CONTINUED NEXT COLUMN ---

UIUC DEGREE INFORMATION
DEGREE: A.B. (L.A.S.)
FIELD OF CONCENTRATION:
ENGLISH
DATE: AUGUST 8, 1983

CRSE	NUMB	CRSE DESCRIPTION	CREDIT	GRD
FALL SEMESTER 1982				
BIOL	100	BIOL SCI	3.00	B
ECON	900	INTERM MICRO-EC THRY	3.00	B
ENGL	HE96	HONORS SEMINAR III	3.00	A
FR	104	READ IN FR LIT II	4.00	B
SPRING SEMESTER 1983				
ECON	171	INTRO ECON STAT	3.00	B
ECON	214	GOVT FINANCE & TAX	3.00	C
ECON	325	INTERNATIONAL ECONOM	3.00	B
ENGL	HE96	HONORS SEMINAR I	3.00	A
ENGL	HE97	HONORS SEMINAR II	3.00	A
SUMMER SESSION 1983				
CLCIV	100	VOCABULARY BUILDING	2.00	A
ECON	301	INTERM MACRO-EC THRY	3.00	B
P E	106	SWIMMING II	1.00	B

UIUC UNDERGRADUATE GPA=4.355 BASED ON 107.00 HC
UNDERGRAD TRANSFER GPA=6.00 BASED ON 11.34 HOL
TOTAL UNDERGRADUATE HOURS EARNED=120.33

FOOTNOTES:

1 DEGREE SECONDARY FIELD OF INTEREST:
ECONOMICS

--- END OF TRANSCRIPT ---

A CERTIFIED TRANSCRIPT WILL HAVE THE UNIVERSITY SEAL EMBOSSED AND THE REGISTRAR'S SIGNATURE IN BLUE BELOW

AUG 31 1983

OFFICIAL TRANSCRIPT: ISSUED TO STUDENT 8/30/83
PAGE 1 OF

ORDER #: 83242058001

BEST COPY AVAILABLE

Example 29

TRINITY COLLEGE
Hartford, Connecticut 06106
Office of Foreign Study Advising
Williams Memorial 118

CONSIDERING FOREIGN STUDY, CHOOSING A PROGRAM, AND ALL THE STEPS TO TAKE FROM BEGINNING TO END

DEADLINES

Participating in foreign study as part of one's undergraduate work at Trinity College is always within a context; in fact, if you study abroad from Trinity College, you will be making significant decisions within a number of contexts. The context which must be emphasized at the outset is that of deadlines. Please look carefully at the "Application for Credit for Foreign Study" (the blue sheet) and consider the deadlines which are stated on that sheet. It is particularly important to note that you must finish your application to any and all programs not sponsored by Trinity abroad by mid-March (for fall or full year programs) or by late October (for Spring programs). This is true even if the program to which you are applying has a later application deadline. Of course, any program which has an earlier application deadline must receive your application by that earlier deadline! Many programs practice rolling admissions, and some of the better ones are filled early. It is to your advantage to apply as early as practicable. If you wait until the deadline, you may find a program already filled.

Other contexts within which you will make your decision to study abroad certainly include but are not limited to the following: your own academic goals and desires and obligations; your personal relationships with family, friends and others; your career or graduate study interests; your own personality, including likes, dislikes, anxieties and personal tastes; your employment opportunities for the summer or during the academic year.

Please become familiar with the color-coded sheets in this study abroad packet. These sheets have been developed over a long period of time, and most students have found them particularly helpful in guiding them through the process of study abroad. Also useful are the sample memoranda sent to students who have definitely declared their intention to study abroad or who are presently abroad, and you will gain further perspective from reading these in one of the orange-colored binders in the Office of Foreign Study reading room (Williams 118).

Students from every major at Trinity College have studied abroad in recent years; students from almost every major have gained academic credit from their study abroad program or institution toward major requirements at Trinity. Approximately 30% (thirty percent) of each graduating class in the past several years has participated in a foreign study program for one or two semesters. Although most students have gone to Europe, undergraduates from Trinity have studied all over the world in such diverse places as Nepal, India, Egypt, Kenya, Japan, Greece, Denmark, the Soviet Union, Canada, Mexico, Colombia, and Costa Rica. The point is that participating in foreign study is a possibility for virtually every student at Trinity College. The key to arranging a successful study abroad experience is careful advance planning. This packet of materials provides you with enough information to initiate your inquiry and to give you the total structure (or outline) for the process through to the time of your return to Trinity from abroad with transfer credit.

CHOOSE A STRONG PROGRAM AND HAVE FUN !

Even if your basic motivation to participate in foreign study is to get away from Trinity or to travel and immerse yourself in a different culture or to take a break from your usual academic routine, seek a challenging academic program. This cannot be emphasized too strongly. If you have a challenging academic program, you will still not be prevented from having a good time because you had too much work to do. Those who return from a foreign study experience with complaints rarely if ever complain about having so much academic work that their good time is interferred with. It is

considerably more often that the complaints are about the inferior academic quality of a program. Aim high; you won't be overwhelmed with work.

Be sure to consider the relevance of the program or programs you consider to your studies at Trinity. You will need to know whether independent study, particular disciplines or other options are available in the curriculum offered by your program or the foreign institution you are considering should any of these study possibilities be important to you.

COST AND FINANCIAL AID

The cost of foreign study (including round trip transportation to your program or institution and spending money) is normally no more than the cost to be at Trinity for a comparable period of time. However, the student who wishes to do extensive travelling while abroad may find that additional funds are necessary; also, the student who spends more than the estimated cost of personal expenses at Trinity while he or she is at Trinity will probably find that the cost of personal expenses abroad is also higher. Sometimes, students can even spend less on a foreign study program than at Trinity (for example, programs in Spain, southern France and Greece may be less expensive than Trinity for a similar period of time) but no one should count on being able to do this. It is almost never possible to have a job (at least, a job that pays anything near what we consider to be a minimum wage) while one is abroad. There are exceptions to this, but a job abroad should not be something that anyone counts on. In France and Spain, it has in the recent past been possible for some Trinity students to earn quite decent money by teaching English as a second language or as a foreign language to nationals of the host country.

Those who are recipients of financial aid from or through Trinity College are always able to use that aid for a foreign study program officially approved by the Office of Foreign Study Advising. Remember that certain foreign study programs (including the Institute of European Studies, with which Trinity is affiliated, and the Beaver College Center for Education Abroad) offer financial aid to applicants who have demonstrated financial need, whether or not those applicants are presently receiving financial aid from their home institutions. Sometimes, American-sponsored programs offer work-study opportunities.

CONTEXTS TO BE CONSIDERED

Whether or not you have made a decision on where you would like to study or in what program you would like to participate, you ought to consider another series of contexts in which you will finally be living and studying if you go abroad:

1. Do you wish to study directly in a foreign university with foreign students (United Kingdom, Irish and German universities); in a United States college-sponsored program integrated with a foreign university (IES/Durham, Beaver CCEA at various United Kingdom and Irish universities, etc.); in a non-integrated program sponsored by an American institution (Trinity's Barbieri Center, the British and European Studies Group, IES/Vienna, Madrid, London, etc.); or in an American college-sponsored program which offers a mixture of its own courses and foreign university courses (Trinity's Córdoba program, most good programs in France, etc.)? Be careful not to disdain non-integrated programs — some are excellent. Also, don't fear enrollment in a foreign university as being too challenging.

2. Do you wish to be studying in a major city or in a rural area or a small town? Remember, most countries in which Trinity students study are smaller in land area than the United States, and it is possible to be near a large city (within a couple of hours by train) while gaining the advantage of integration with host country nationals that is sometimes not so easy in a metropolitan area.

3. What kind of accommodations (housing) would be most comfortable for you? You should consider carefully the kind or kinds of accommodations offered by a particular program or institution: with students of the host country, with American students, with families, none. Be very careful if you are interested in living with a family abroad: that family may be, in reality, a 72--year-old landlady (if the composition of your host family is important to you, be sure to ask

your program what is meant by "living with a family")! Do you wish a single or a shared room? If required to, are you willing to find your own housing? The question of housing is important to consider because some programs offer only one or a limited number of opportunities, and you'll not wish to find yourself obliged to accept a kind of housing that will make you miserable.

4. Is it your intention or desire to study and converse in English or another language? Do you wish to strengthen your skills in another language or even start learning another language? Even if you plan to study in English, you should realize the citizens of the United Kingdom use a great many common expressions very differently from the way we use them in the United States. And, for instance, you could plan to study in English at a Welsh university and also study a "foreign" language (Welsh).

5. Do you want to be in a program or at a university with other Trinity students or do you wish to be as completely as possible away from other Trinity students?

INFORMATION FORM

GENERAL INFORMATION MEETINGS

At the outset of your looking into foreign study, you should fill out and return to the Office of Foreign Study Advising the "Information Form for Students Considering Foreign Study." That is used to give a quick idea of your strengths and interests to the Coordinator of Foreign Study Advising, for him to make his own notes on conversations he has with you, and for the Office of Foreign Study Advising to use to inform you of deadlines and of visits to Trinity by representatives of various programs and institutions. You must return this form before meeting with the Coordinator (see below). It is extremely important for you to attend one of the "General Information Meetings." A schedule of these is available in the Office of Foreign Study Advising, Williams Memorial 118. You should plan to come to one (you need not come to more than one); each lasts for approximately 30 to 40 minutes. These meetings are meant to impart information (often, elaborations of what is outlined in the study abroad packet) and to deal with issues which everyone needs to be aware of as he or she looks into foreign study. The individual sessions with the Coordinator of Foreign Study Advising (see below) are meant to deal with your individual questions, and the issues discussed at the General Information Meetings are a preliminary part of the whole foreign study process.

TALK TO FACULTY

Confer with your faculty adviser and, if you wish or it seems necessary, your department chairman or prospective department chairman about your plans for or tentative thoughts about foreign study. In this regard, it is important to ask appropriate academic departments about future schedules of course offerings at Trinity and projected faculty leaves or sabbaticals. This information may influence your choice of the semester or year when you will study abroad. You will need to plan a year in advance for entrance to limited enrollment senior seminars and other courses. It is therefore important to talk with individual faculty who will offer such courses. You ought to try to plan tentatively your course schedule for the first semester you'll be back at Trinity and for the remaining semesters of your undergraduate work. If you take this seriously, you are not as likely to be disappointed in your selection of courses or your progress toward the completion of major requirements when you have returned.

APPROVED PROGRAMS

Become acquainted with the appropriate materials in the binders (color-coded by country or area of the world) in the reading room in the Office of Foreign Study Advising (Williams 118). In the study abroad packet there is a gold-colored sheet entitled "Foreign Study Programs (Academic Year and Semester) Approved for Transfer Credit at Trinity College." The listing of programs on that sheet is not definitive; it is possible (see paragraph 2 of that sheet) to gather information (the gathering is your responsibility) to be presented to the Coordinator of Foreign Study Advising if you wish to have a program not previously approved at Trinity considered for approval. You will note that there are additional resources in the Office of Foreign Study Advising reading room, and one of the most important of these is a slim paperback entitled U.S. College-Sponsored Programs Abroad: Academic Year published by the Institute of International Education in New York City. This is the most definitive listing of foreign study programs available to U.S. college students. Researching new possibilities for foreign study (either using the volume just referred to or other materials in the reading room) is your responsbility. Limited time does not allow the staff to give you a great deal of research help, but we will try to help where we can.

FOREIGN STUDY ADVISING STAFF

The Office of Foreign Study Advising is normally staffed by the Coordinator (Robbins Winslow), the Secretary (Mrs. Noonan), and a Student Assistant (a senior returned from foreign study). You can always check about the availability of any one of these three people in the Office of Foreign Study. But you should also take advantage of one of the other sheets in the study abroad packet: "Students Expected to be Enrolled at Trinity Who Have Studied Abroad in Past Terms." This sheet is produced each semester and lists those students who have already participated in foreign study. Most if not all are very willing to talk with you about their experiences. If no student is listed as having studied on a program in which you are interested, perhaps you will be able to find a student who has studied in the country in which your program is located, or you can contact other colleges whose students have studied in the program and ask for evaluations or names and addresses of recent participants. Note also the very helpful evaluations that students who have returned from foreign study have completed. These are in the appropriate color-coded binders in the Office of Foreign Study reading room.

GRAD. SCHOOL AND CAREER PLANS

Don't neglect at least to consider having a conversation with the appropriate faculty or administration resource person for graduate school or a particular career. In the Trinity College Handbook is a list of the members of various Advisory Committees for several professional school disciplines. Considering how your foreign study might complement your career or graduate school plans can be an exciting and useful planning exercise which might also result in your having something to offer a prospective graduate school or potential employer which others who have not studied abroad do not have.

OFFICE HOURS OF COORDINATOR OF FOREIGN STUDY ADV.

Confer individually with the Coordinator of Foreign Study Advising, Mr. Robbins Winslow, at any point in your investigation or application process (but after you have attended a General Information Meeting and turned in the "Information Form for Students Considering Foreign Study"). Mr. Winslow's office hours for Foreign Study Advising are 2:00 to 4:00 p.m. on Mondays and Thursdays and 9:30 a.m. - 11:30 a.m. on Tuesdays. The buff-colored "Foreign Study Calendar" (published periodically) will usually indicate Mr. Winslow's occasional unavailability during these office hours. These are "drop-in times," and specific appointments are not usually made. If you absolutely cannot confer with Mr. Winslow during one of these periods, talk with Mrs. Noonan about the possibility of a specific appointment. However, because Mr. Winslow's duties at Trinity specifically limit the amount of time he can spend on Foreign Study Advising, appointments outside of the stated hours are very difficult for him to arrange.

APPLICATIONS TO PROGRAMS

During your discussions with Mr. Winslow, he will be able to advise you about whether you need a "back-up" application or whether an early application to the program which is or which becomes your first choice should be enough. Even though there are exceptions, a Trinity student with the required prerequisites for a program and an average of B or better can usually be admitted to the program of his or her first choice, especially if an early application is submitted. Of course, students with averages of B- or lower can often be admitted on the basis of other factors; so students without a cumulative grade point average of B or better should not automatically rule out the possibility of foreign study. Many programs have an admission policy which allows early acceptance (on a "rolling" basis) of qualified applicants. It is more often better to spend one's time investigating programs and doing a very good application rather than to spend one's time filling out multiple applications.

APPLICATIONS TO PROGRAMS

Application forms for the Institute of European Studies programs and for Beaver College CCEA programs are available from Mrs. Noonan. Application directions for the Trinity College-University of East Anglia Exchange (there is no form) are also available from her. Applications for the British and European Studies Group (BESGL) are available from Mr. Winslow directly. In most other cases, you will need to write to your prospective host program or institution to obtain your own application materials. There are specific, written instructions for filing an application with IES or Beaver; there is also a particular procedure to follow in filing a BESGL or Trinity-UEA Exchange application. Otherwise, you should give to Mr. Winslow or another appropriate administrator at Trinity the approval or reference form which is usually required by most programs from a home institution administrator. Always be sure to give this together with a stamped envelope addressed to the proper person or

office at your host program. Again, be careful to note the Trinity deadlines on the blue sheet in the study abroad packet. You must file your application by late October (for spring programs) or by mid-March (for fall or full-year programs) if the program or institution to which you are applying has a later deadline; you must abide by your prospective host institution's or program's deadlines if they are earlier than the Trinity deadlines. Before Mr. Winslow sends your administrative approval to your host institution or program, he always checks your academic record, as well as ascertaining from the Dean of Students Office that you are in good standing in all ways at Trinity. Therefore, do not show up with a form which you expect Mr. Winslow to sign "on the spot." He will need at least a couple of days before he sends on whatever reference form you leave with him. If you ask an administrator other than Mr. Winslow to complete and send your administrative reference or approval, be sure to let Mr. Winslow or Mrs. Noonan know that you have done that so that the Office of Foreign Study Advising will know that you have, indeed, applied to a particular program.

APPLICATION DEADLINES REFERENCE FORMS

When you have received a reply (acceptance, denial, waiting list, or other reply) to your application or applications, please notify Mr. Winslow or Mrs. Noonan by telephone, by note or in person. We need to keep track of where individual students are in the foreign study process. This is particularly important because of the great number of students who study abroad from Trinity and Trinity's liberal policy in approving students' applications for foreign study. The Office of Foreign Study Advising will send to you (in November or in April, whichever immediately precedes the time of your study abroad) a form which you will be asked to fill out indicating your tentative or definite intention to study abroad for the ensuing semester. This is another indispensable part of our planning at Trinity College, and it should be filled out and returned on time.

AFTER YOUR PROGRAM NOTIFIES YOU

Once you have committed yourself to studying with a particular program, confer with your faculty adviser and department chairman (the latter if you wish credit toward your major from your foreign study) concerning your choice of courses for the period of time you will be away. You should file your "Application for Credit for Foreign Study" (the blue sheet) in May or December (immediately preceding your period of foreign study) so that you can be given notice that your courses are acceptable for transfer credit or can have raised with you any necessary questions or conditions which you will need to consider. Be sure to file that form precisely according to the directions on the reverse of it. That form will be returned to you if official course descriptions are not attached when the form reaches the Office of Foreign Study Advising. Once it has been checked by Mr. Winslow, both you and your department chairman will be sent a photocopy indicating the credit you will receive for successful completion of your courses abroad. Do note that this form may be amended from abroad if necessary; it may also be filed initially from abroad if you are not able to get official course descriptions before going abroad. Remember, you do not have assurance of transfer credit until you have received your photocopy of the form, signed by your adviser and the Coordinator of Foreign Study Advising (and by your department chairman if you wish major credit).

TRANSFER OF CREDIT TOWARD GENERAL DEGREE REQUIREMENTS

If you definitely need or think you might wish to receive credit toward your major requirements at Trinity from your foreign study, then you will need to be sure that you understand your major department's or program's rules for receiving credit toward the major from transfer sources. Each department and program is autonomous in setting its own rules for credit toward the major from transfer sources (just so those rules are not less restrictive than the general College rules that you be taking a liberal arts course and that you receive at least a C- grade in it). You should talk directly with your department chairman or program director to ascertain the rules appropriate to that discipline. If you understand these rules and if you keep full information (including at least your written work, the course syllabus and a complete reading list) for courses for which you wish major credit, then you are unlikely to experience difficulties in receiving such credit. A very useful suggestion made by students who have studied abroad in the past is that two or three alternate courses be listed by you on your initial "Application for Credit for Foreign Study." Even though you are limited to receiving a certain number of course credits (five for a period equivalent to a Trinity College semester) from foreign study, it may be helpful to have had two or three alternate courses approved before you go abroad just in case there are changes in course offerings. Of course, this suggestion can be as helpful to those who wish general degree requirement credit as to those who wish major credit.

TRANSFER OF CREDIT TOWARD MAJOR REQUIREMENTS

67

PREPARING TO LEAVE

In either May or December, you will receive a prolific amount of information concerning such matters as the International Student I.D. card, passport information, what to do about housing and course registration for the time of your return, etc. A sample of this memo from prior years is in one of the orange binders in the Office of Foreign Study reading room if you would like to look at it. This memo will only be provided to those who have officially notified the Office of Foreign Study Advising (see above) on the form provided, in November or April.

FS/38
Printed September 1986

Example 30

TRINITY COLLEGE
Hartford, Connecticut 06106
Office of Foreign Study Advising
June 1984

INFORMATION FORM FOR STUDENTS CONSIDERING FOREIGN STUDY

Graduation (Mo.&Yr.)_____ Date you are completing this form:_____
Semester(s) & Year you wish to study away:_____

Please print your name clearly:_____
Trinity P.O. Box:_____ Major or Prospective Major:_____

Phone No.
(Trinity or local)_____ Present
Faculty Adviser:_____

Country(ies) in which you are considering study:

_____
_____

Programs or foreign institutions in which you are interested (if known):

_____
_____

Number of course credits already earned at Trinity (not including present term):

_____

Number of course credits already earned elsewhere (include Advanced Placement):

_____

Number of course credits you are taking this term:

_____

Approximate cumulative grade point average to date (on a 12-point scale: A+ = 12; A = 11; A- = 10; B+ = 9; B = 8; etc.): _____

Have you travelled or studied outside the U.S. before now?: _____
If so, outline very briefly what you did, where, and when: _____

_____

_____

FOREIGN LANGUAGE BACKGROUND

Language(s):

_____

Years of study of language(s) before Trinity:

_____

Language courses taken on the college level and presently enrolled for at Trinity:

_____

Financial aid you receive (list sources, not amounts):_____

_____

Post-graduate plans, hopes, ideas, or dreams:_____

_____

63

FS/63

Example 31

TRINITY COLLEGE
Hartford, Connecticut 06106
Office of Educational Services
(Foreign Study)

All Trinity College students who are financial aid recipients may automatically use Trinity College-controlled financial aid for foreign study under the following conditions:

1. Financial aid may be used only for participation in programs approved by the Office of Educational Services (Foreign Study). A list of approved programs is available in that office.

2. A student must be in good academic standing at Trinity College at the time of application and at the conclusion of the semester just prior to the commencement of the foreign study program in which he or she wishes to participate.

3. The proposed foreign study program must offer the student applicant the opportunity to maintain normal progress toward the Bachelor's degaree and to earn the equivalent of at least four course credits per regular semester (three course credits per British university term, quarter, or trimester).

4. In November and April the Office of Educational Services (Foreign Study) will send to the Office of Financial Aid and the Student Accounts section of the Business Office a list of those students planning to participate in foreign study and the programs in which they will be participating.

5. Each applicant must complete and submit to the Office of Financial Aid at Trinity the "Estimated Budget of Expenses for Study Abroad." Obtain this from the Financial Aid Office. This should be done during December (for Spring programs) or in May (for Fall or full-year programs). Each student's financial need will be evaluated on the basis of his or her budget for the approved foreign study program. His or her financial aid award for the foreign study program may be as much as but will not exceed that which would have been awarded for the comparable period at Trinity College. Aid will be awarded in grant and loan. The proper form may be obtained from the Office of Financial Aid.

6. Each student expecting to use his or her Trinity College-controlled financial aid for foreign study is responsible for arranging directly with the Student Accounts section of the Business Office and the actual payment of financial aid monies to the host institution or program. Each student must obtain a bill from his or her host institution or program for presentation to the Student Accounts section. Either written on the bill or attached to it must be a signed statement from the student. The statement must specifically request the transfer of financial aid monies to the host institution or program.

Robbins Winslow, Director
Educational Services (Foreign Study)

December 1986
FS/161

70

TRINITY COLLEGE
Hartford, Connecticut 06106
Office of Foreign Study Advising

Example 32

APPLICATION FOR CREDIT FOR FOREIGN STUDY

Name _____ Class _____ Major _____

Campus Box No. _____ Home Address _____

College or Program you will attend _____

Your address while away _____

_____

Dates you will attend your program: Start _____ End _____
month day year month day year

INSTRUCTIONS FOR COMPLETING THIS FORM ARE ON THE REVERSE

COURSES FOR WHICH YOU WISH TRANSFER CREDIT AT TRINITY COLLEGE:
(Complete one form per term or semester, unless all courses are full year)

Your Program's Catalogue Page Number	Your Program's Department & Course #	Course Title	Number of Credit Hours (Semester?Quarter?)	Leave this space blank:

IMPORTANT: A MAXIMUM OF FIVE (5) TRINITY COURSE CREDITS PER SEMESTER (OR THREE (3) PER BRITISH UNIVERSITY TERM) MAY BE EARNED FROM AN ACADEMIC LEAVE OF ABSENCE - FOREIGN.

Total of _____ Trinity course credits

Leave of Absence and individual courses approved: _____ _____
Faculty Adviser Date

Courses (if any) approved for major credit (list department and number; indicate if any is to be a replacement for a specific Trinity Course required for the major):

_____ _____ _____

_____ _____
Trinity Department Chairman or Trinity Program Director Date

Foreign Study plan approved: _____ _____
Coordinator of Foreign Study Advising Date

Conditions, if any: _____

_____

_____

_____

_____

(please see reverse)

FS/52

Printed July 1985

TRINITY COLLEGE
Hartford, Connecticut 06106
Office of Foreign Study Advising

Example 33

To: Students Returning from Foreign Study

From: Robbins Winslow, Coordinator of Foreign Study Advising

Subject: Transcripts and Transfer Credit

Questions often are asked by those who have studied abroad concerning the transfer of credit to Trinity, the receipt of one's transcript from one's program or institution abroad, whether grades earned abroad are counted in one's grade point average at Trinity, etc. This brief outline is an attempt to answer some of these questions.

First of all, make sure that you have requested from your program or host institution an official transcript. This should be sent from your program or host institution directly to me as Coordinator of Foreign Study Advising or to the Registrar (it is preferable to have it sent to me). We will not accept grades directly from faculty who taught you abroad, nor will we accept grade reports. Only official transcripts from recognized institutions are acceptable. This means that the transcript must bear the seal of the host institution or program and must be sent to Trinity, not hand-carried by you.

Please read the section on "Grades" and "Grade Point Average and Rank-in-Class" in the Trinity College Handbook. This states the College's policy for handling your grades earned abroad. Normally, those grades are included in your cumulative grade point average and thus your class rank at Trinity. But there are exceptions: read the Handbook to note them.

When your transcript from abroad is received at Trinity, it is evaluated by me on the basis of your "Application for Credit for Foreign Study" and any other pertinent materials that are in your permanent file in the Registrar's Office. If all of the courses appearing on your transcript received prior approval, without condition, on your "Application for Credit for Foreign Study," then the transfer of credit is usually quick and tidy. However, if there are conditions you have not yet fulfilled or if you have changed courses and have not received permission for the new ones, I will usually write to you to remind you that there is still work for you to do before the credit can be transferred.

How do you know whether your transcript has been received at Trinity? This is not always easy to find out, for your transcript (if it has been received) may be in one of four places! First of all, I may have it on my desk where it awaits evaluation. Secondly, it may be in a folder on the desk of the Senior Registration Clerk in the Registrar's Office. Periodically, she gives transcripts in that folder to me to evaluate. Thirdly, if I have evaluated your transcript and approved it for typing onto your Trinity Permanent Record Card (PRC), it will be with your PRC and file in the Registrar's Office waiting for the typist to do her work. Fourthly, if your courses and grades from abroad have been typed onto your Trinity PRC, your transcript from abroad will have been filed in your permanent file in the Registrar's Office; and, obviously, your transfer credit will show on your PRC.

At least you now know where your transcript from abroad might be! If it is in none of the four places mentioned above, then it has not been received at Trinity.

When should you get in touch with your host institution or program to send your transcript to Trinity? You should certainly do so at the conclusion of your study abroad unless you have followed another procedure that your host institution or program has set down for you. However, transcripts arrive at Trinity at various times, and it is impossible for me to tell you when to expect yours to arrive. If your transcript has not arrived here within a reasonable period of time (by the end of September for full year or spring programs; by the end of February for fall programs), then it would be best for you to contact your host program to have your transcript sent. We cannot do this for you; you must do it in writing yourself.

CHAPTER V

Conclusion: Commentary and Recommendations

Eleanor Krawutschke and Thomas Roberts

All of us who are professionally involved would agree that study abroad is a worthwhile experience for American college students. Partly because of this, the number of study abroad opportunities has vastly increased during the past 15 or 20 years and considerable progress has been made in the development of program evaluation tools and techniques during this period. Thus, it might naturally be expected that the variety of transcripting methods should also have expanded to accommodate the interests of the great numbers of institutions now involved in this activity.

This workbook has attempted to take into account these varied institutional objectives in its analysis of current transcripting practices while at the same time attempting to illustrate the need for responsible decision-making and standards in the field of credit transfer and to provide some insight as to how these might be effected. We have suggested guidelines for documentation which might be useful not only to the credit evaluator, but also to the individual(s) responsible for the development and transcripting of study abroad programs, as well as to study abroad advisers.

We have attempted to clarify some of the terminology which is used by professionals in all aspects of the field of study abroad, but which has often been open to individual interpretation. We have offered guidelines for dealing with varying types of foreign documentation as well as transcripts issued by American colleges and universities and by private agencies. We have tried to clear up some of the confusion resulting from the multiplicity of types of study abroad programs and their interrelationships which invariably have led to the many variations in the methods of transcripting the coursework completed on these programs. Finally, we have shown how two specific U.S. colleges handle all aspects of the granting of credit for study abroad experiences.

Our approach stresses primarily issues of adherence to U.S. academic standards of both quality and quantity, yet as study abroad professionals we are sensitive to the fact that educational systems differ considerably and that the U.S. system is perhaps particularly noted for a rather mechanical or mathematical approach.

On the other hand, as this study has indicated, there is a fair degree of imprecision in reporting on the study abroad experience, and clearly there is a need for more efficient procedures on campus for the transfer of credit for study abroad.

There is, in effect, a tension between our wish to have students experience the true differences of other educational systems and our striving to ensure that this experience is somehow measurably equivalent to the degree work they are pursuing at their home institution.

All of us seriously concerned about study abroad are therefore possessed of a divided nature and some of that division is evident in the sections of this workbook. We have nonetheless attempted to provide a body of information and analysis leading to guidelines which will help us achieve our disparate, but not incompatible, goals. Following is a summary of what we feel are the most important recommendations, suggestions if you will, toward the establishment of workable guidelines in dealing with transfer of credit relative to study abroad.

First, as a general, overall observation, we stress the necessity for a *team effort* on campus involving, most particularly, the study abroad adviser and the credit evaluator working in close cooperation (as stressed in Chapter IV) both for the small and large campus. Further, we would suggest that one should not think simply in terms of resources on campus but consider networking with advisers and evaluators on other campuses. Though this sort of pooling of information and resources appears to be fairly well developed in certain sections of the country, it is sadly lacking in others.

It is worth restating that the issue of effective credit transfer for the study abroad experience begins with the student's first tentative inquiries concerning the possibility of going abroad and entails the selection of an appropriate program as well as pre-registration and course approval, if at all possible.

More specific suggestions include:

Terminology: Commonly accepted terms applying to the U.S. academic situation for credit transfer are frequently not only inaccurate but misleading when dealing with study abroad programs and documentation. Healthy skepticism, particularly concerning the attempt of institutions overseas to establish academic bona fides through reference to U.S. terminology is recommended. (See, in particular, Chapters I and III.)

Study: Learn as much as possible about other educational systems so that you can make reasoned determinations concerning academic equivalencies. But no one can know all systems. Call others on your campus—faculty and staff—for help. And again, utilize off-campus resources—colleagues in the field—when you need more information.

Research, a Corollary to Study: For any program, get as much information as possible. Given the complexity of study abroad programs and the imperfection of records presented, you must often do a good deal of research to find out precisely what a student studied, where (s)he

studied, under whose academic direction, and for what period of time. (See Chapters II and III).

Data Collection: Whether the program abroad is college- or agency-sponsored, ensure that the specific documentation—the "transcript"—provides you with precise data on such issues as grades, credits, course titles, and length of study. Most study abroad transcripts, in fact, represent secondary source material. When you are confident of the "translator," this documentation may be adequate. When in doubt, seek primary source material. (See Chapter II).

Assumptions: As in any field, but even more so in the study abroad area, one must guard against making assumptions based on our understanding of the U.S. domestic academic situation. A prime example: Do not assume that agency programs are by nature of poor quality and that college-sponsored programs are of high quality. As with "commonly accepted definitions," we are dealing with a field which lacks precision of definition and where assumptions often prove invalid (but see, in particular, Chapter III).

Exceptions: When you have gathered all appropriate data, stand ready to make exceptions where they seem indicated, e.g., do not insist on one-to-one equivalence of contact to credit hours where the system clearly provides acceptable, alternative means of "quantifying" the academic effort involved. (See Chapter II).

This last point is perhaps the best one to close on and reflects again the sometimes frustrating task of attempting to encourage our students to study abroad while insisting on documentation making it appear, as much as possible, that they never left home. We must be rigid *and* flexible. We must stand as guardians of the gate at the same time that we seek to fling it wide open. An intriguing task.

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009